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ABSTRACT

The purpose of this study was to identify consensus or conflict in the perceptions of the role of provincial school superintendent in Thailand held by (1) provincial school superintendents, (2) provincial governors, and (3) senior administrators of the Ministry of Education. Administrator respondents were asked in a questionnaire to indicate the strength of their agreement with 50 items of expected administrator behavior. Analysis of variance indicated consensus between provincial superintendents and senior administrators, but statistically significant conflict in the role expectations of provincial governors when compared with both populations of provincial superintendents and senior administrators. Consensus within populations was high, with statistically significant conflicts in six items for superintendents, eight items for governors, and nine items for senior administrators. (RA)

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THE PROVINCIAL SCHOOL SUPERINTENDENT IN THAILAND:

A STUDY OF ROLE PERCEPTIONS AND EXPECTATIONS

BY PINYO SATORN

ERUT-1

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Pinyo Satorn

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February, 1969

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CHAPTER I

THE PROBLEM

I. THE PURPOSE OF THE STUDY

The purpose of this study was to investigate the perceptions and expectations for the roles of the provincial school superintendents in Thailand held by the provincial school superintendents, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. Specifically, an examination was made to identify the degree and character of consensus or conflict in (1) the provincial school superintendents' perceptions or judgments about selected functions pertaining to their own roles as educational administrators, and (2) the expectations or judgments of two of the provincial school superintendents' influential groups, i.e., (a) the provincial governors, and (b) the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior, with respect to the same functions.

II. BACKGROUND OF THE STUDY

Limitations of space do not permit a detailed historical description of the administrative system of Thailand's Ministry of Education. The overall history of this ministry appears in the History of Ministry of Education 1892-1964,[1] cited in the bibliography. Commentary on the growth and modernization of this ministry, as other ministries, is found in Siffin.[2] Additional insight into the political role of the Thai bureaucracy appears in Riggs.[3] A look at the role of the bureaucracy in broader political and historical terms appears in Wilson.[4] Astute psychological observations on the functioning of Thai officials in their job roles is found in Mosel.[5] An analysis of the role of the provincial governor in Thailand appears in Meksawan.[6] Consultation of the above sources, and of the bibliography prepared by Thrombley, Siffin, and Vayavananda,[7] will provide basic background on the Thai bureaucracy in its setting.

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[1] Ministry of Education, History of Ministry of Education 1892-1964 (Bankok, Thailand: Kuru Sapa Commercial Organization Press, 1964).

[2] Siffin, William J., The Thai Bureaucracy: Institutional Change and Development (Honolulu, Hawaii: East-West Center, 1966).

For the purpose of governmental administration, the Kingdom of Thailand at the present time is divided into 71 provinces called changwad. Each province or changwad consists of from two to nineteen districts called amphur, the usual number being between six and eight. Some large districts or amphurs have some subdistricts called king-amphur. The province is the primary unit of territorial administration. Administration of the province is under the authority of the provincial governor called poo-warajkarn-changwad, who is a career civil official appointed by the King on the recommendation of the Ministry of Interior. The district is headed by a district officer called nai-amphur, who is directly responsible for district administration to the provincial governor. The district officer is a career civil official appointed by the central government through the Department of Local Administration of the Ministry of Interior. The subdistrict is headed by a deputy district officer. At the moment the 71 provinces are divided into 509 districts and 26 subdistricts.[8]

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[3] Riggs, Fred W., Thailand: The Modernization of a Bureaucratic Polity (Honolulu, Hawaii: East-West Center, 1966).

[4] Wilson, David A., Politics in Thailand (Ithaca, New York: Cornell University Press, 1962).

[5] Mosel, James N., Thai Administrative Behavior in Toward the Comparative Study of Public Administration, ed., William J. Siffin. (Bloomington, Indiana: Indiana University Press, 1957.)

[6] Meksawan, Arsa, "The Role of the Provincial Governor in Thailand" (unpublished doctoral dissertation, Indiana University, Bloomington, Indiana, 1961).

[7] Thrombley, Woodworth G., William J. Siffin, and Pensri Vayavananda, Thai Government and Its Setting (Bangkok: National Institute of Development Administration, 1967).

[8] Government of Thailand, Thailand Official Yearbook 1964 (Bangkok, Thailand: Government House Printing Office, 1964), p. 75.

The provincial governor reports to the Under-Secretary of the Ministry of Interior. Other provincial personnel include officials of various ministries appointed by central authority and assigned to work in their area of specialization under the control and supervision of the provincial governor. Among these provincial personnel are a provincial school superintendent called suksatikarn-changwad[9] and district school superintendents called suksatikarn-amphur[9] The provincial governor exercises administrative control over the provincial school superintendent. Similarly, the district officers do so vis-a-vis the district school superintendents.

Structurally, the provincial school superintendent reports to the provincial governor; but functionally, for the achievement of the goals of the educational system, the provincial school superintendent reports to the Under-Secretary of the Ministry of Education. Within the context of an interpersonal setting, the provincial school superintendent (a) operationally designates the allocation and integration of roles which are not specifically prescribed by the respective positions, and (b) also manipulates the allocation of facilities which contribute substantially to the implementation of administrative functions. In inspection of schools and supervision of educational services within the province, the provincial school superintendent is assisted by district school superintendents. The administrators that much influence the performance of the provincial school superintendent are (1) the provincial governor, (2) the senior administrators of the Ministry of Education, and (3) the senior administrators of the Department of Local Administration of the Ministry of Interior. The provincial governor is the provincial school superintendent's immediate superior. The senior administrators of the Ministry of Education are influential because they are either superior to the provincial school superintendent or endowed with the authority to make major policies of public education for the provincial school superintendents to execute. The senior administrators of the Department of Local Administration of the Ministry of Interior are authorized by the elementary school act of 1966[10] to direct elementary education in all provinces in the country and accordingly assume the authority to supervise performance of the provincial school superintendent.

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[9] These school superintendents are sometimes referred to as "education officers" in the literature.

[10] Government of Thailand, The Transferring of Some Categories of Elementary Schools to the Provincial Administration Organization Act of 1966. Rajkitjanubeksa (Royal Gazette), Vol. 83, No. 79, September 16, 1966 (Bangkok, Thailand: Government House Printing Office, 1966), pp. 8-13 (Thai version).

Similar to other ministries of the Thai Government, the central administration of the Ministry of Education and the Ministry of Interior is carried on by the Office of the Under-Secretary and several other departments. The Office of the Under-Secretary, as well as other departments, is divided into divisions, and the the divisions into sections. The Office of the Under-Secretary is headed by the Under-Secretary, and the department by the director-general. Both the Under-Secretary and the director-general are assisted by their deputies. A division is headed by a director or a chief, depending on the quantity and complexity of work, and a section by a chief.

All of the above administrators of the Ministries of Education and Interior exert influence upon the provincial school superintendent through their administrative authorities and through written educational policy. However, of all the administrators in the Ministry of Education, only the Under-Secretary, the director-generals and their deputies, and the division heads, who are normally regarded as senior administrators, exert much influence upon the provincial school superintendent. Similarly, of all the administrators of the Ministry of Interior, only the Director-General of the Department of Local Administration, his deputies and division heads do so vis-a-vis the provincial school superintendent. Structurally, the Ministers of Education and Interior are political officials who normally do not exercise direct administrative authority over the provincial school superintendent.

The effectiveness and the efficiency of educational administration at the provincial level in Thailand, then, are dependent upon contributions of three major groups, i.e., the provincial school superintendents, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. These groups of Thai administrators possess a wide range of power both in custom and statute law to influence the conduct of all personnel who operate educational programs in the system of public education in Thailand. Exertion of such power in the administrative process presumes interpersonal or social behavior as functioning within the context of a social system.

III. A REVIEW OF RELATED LITERATURE

1. The Concept of a School as an Institution or Organization

Various views of a school system as a social system can be found in the literature. Some define a school system as a social system called an institution, but the others prefer to describe it as an organization.

Getzels[11] refers to a school system as an institution on grounds that it has imperative functions to be carried out in certain routinized patterns. But Bidwell[12] prefers to define a school system as an organization vested with a service function to provide moral and technical socialization of the young.

The distinction between the two terms, institution and organization, is a matter of formulation -- not of direct description -- however, Selznick[13] contends that the term institution carries more characteristics than the term organization. He postulates that an institution is more nearly a natural product of social needs and pressures than an organization. An institution is a responsive and adaptive organism of a society. In studying an organization as an institution, Selznick is interested in how the organization adapts itself to existing centers of power in the community which is often in unconscious manners; from what strata of society its leadership is drawn and how this phenomenon affects its policy; and how it justifies its existence ideologically.

An organization is defined by Parsons[14,15] as a system of cooperative relationships. Parsons contends that this system is distinguished from other types of systems by its goal attainment primacy operating in relation to the external situation. Normally, the organizational goals are compatible with the cultural values of the society. Blau and Scott[16] agree with Parsons in asserting that the distinctive characteristic of an organization is its explicit purpose of achieving certain goals.

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[11] Jacob W. Getzels, Conflict and Role Behavior in the Educational Setting (in Readings in the Social Psychology of Education, eds., W. W. Charters and N. L. Gage). (Boston: Allyn and Bacon, Inc., 1964), p. 311.

[12] C. E. Bidwell, The School as a Formal Organization (in Handbook of Organizations, ed., J. G. March. Chicago: Rand-McNally, 1965), pp. 972-1022.

[13] Philip Selznick, Leadership in Administration (New York: Harper and Row, 1957), p. 5.

[14] Talcott Parsons, The Social System (London: The Free Press of Glencoe, 1964), p. 72.

[15] Talcott Parsons, Suggestions for a Sociological Approach to the Theory of Organizations (in Complex Organizations, ed., Amitai Etzioni. New York: Holt, Rinehart and Winston, 1965), p. 33.

[16] Peter M. Blau and Richard Scott, Formal Organizations (San Francisco: Chandler Publishing Company, 1962), p. 5.

Barnard[17] defines an organization as a kind of cooperation among men that is conscious, deliberate, and purposeful. This kind of human cooperation is composed of three essential elements, i.e., common purpose, willingness to contribute, and communication.

Simon's[18] definition of an organization fits well with Getzels' and Guba's[19] concept of social behavior in a social system. Simon says that an organization is a complex pattern of communications and relations in a group of human beings. This pattern provides to each member of the group much of the information, assumptions, goals, and attitudes that enter into his decisions, and provides him also with a set of stable and comprehensible expectations as to what the other members of the group are doing and how they will react to what he says and does.

According to all the above definitions, a school system may be conceptualized to be an institutionalized organization. It is a responsive and adaptive client-serving organization with a service function of moral and technical socialization, established under the needs and pressures of a society. This type of organization displays some basic forms of bureaucracy, as defined by Max Weber,[20] such as the functional division of labor, the definition of staff roles as offices, the hierarchy of authority, and the operation according to rules of procedures. There are two main categories of staff roles, teachers and administrators, functioning in organization of a school system. These staff roles are professionalized since the requirements for entrance to teaching or administrative roles include specialized training, a teaching license, potential expertise in teaching, evidence of administrative skills (in the case of administrators), and a recognized professional code of ethics for school personnel. The other staff roles are minor and nonprofessional, i.e., clerical and maintenance positions.

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[17] Chester I. Barnard, The Functions of the Executive (17th printing; Cambridge: Harvard University Press, 1966), pp. 4, 82.

[18] Herbert A. Simon, Administrative Behavior (2nd ed.; New York: The Free Press, 1966), p. xvi.

[19] Jacob W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (Winter, 1957), pp. 423-441.

[20] Max Weber, Bureaucracy (in From Max Weber, eds., H. H. Gerth, and C. Wright Mills. New York: Oxford University Press, 1958), pp. 196-244.

2. The Concept of Role

What a typical incumbent of any recognized position is expected to do is known as the role attached to that position. The role encompasses the duties or obligations and the rights of the position in relation to the roles of other positions in the social system. Krech, Crutchfield, and Ballachey[21] contend that the expectancies making up a role are not restricted to actions alone. They include the pattern of wants and goals, beliefs, feelings, values, and attitudes that characterize the typical occupant of the position. The actual behavior of the incumbent of that position is then shaped by the perception of the role he has from his particular vantage point.

Sarbin[22] contends that the behavior of an incumbent of any position is organized against a cognitive background of role expectations. A position incumbent perceives the positions of the others in order to locate his own position. He, then, responds in his role behavior in a manner he perceives as appropriate to his location among such positions. Thus, the role behavior of a role incumbent, at least in part, is a response to the perception of expectations others hold for him. In actuality, expectations by others toward a role incumbent in any social system do not necessarily overlap, and accordingly the role incumbent may feel dissatisfied. This situation affects his role behavior.

Concerning an individual or a group of individuals whose expectations affect the role behavior of a role incumbent, Krech, Crutchfield, and Ballachey[23] refer to a reference person or a reference group. Krech, Crutchfield, and Ballachey contend that normally in any social system a role incumbent identifies himself with some groups as his reference groups and tends to use the groups as a standard for self-evaluation and as a source of his personal values and goals. The reference groups accordingly influence the role behavior of a role incumbent. According to Krech, Crutchfield, and Ballachey, the reference groups of a role incumbent may include both membership groups to which he actually belongs and groups of which he is not a member but in which he aspires to membership or by which he aspires to be recognized. It may be elaborated further that the groups that a role incumbent regards as his superiors in the ranking system of his organization may also influence his role behavior, no matter whether they are considered his reference groups or not.

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[21] David Krech, R. S. Crutchfield, and E. L. Ballachey, Individual in Society (New York: McGraw-Hill Book Company, Inc., 1962), p. 338.

[22] Theodore R. Sarbin, Role Theory (in Handbook of Social Psychology, ed., Gardner Lindzey. Reading: Addison-Wesley, 1959), p. 229.

[23] Kretch, Crutchfield, and Ballachey, op. cit., p. 102.

In the case of an administrator, Getzels and Guba[24] indicate that each of the groups with which an administrator works holds certain expectations for him. These expectations determine at least part of the administrator's behavior. The administrator's behavior, as Getzels and Guba conceptualize, is the total resultant of interaction of the following three categories of factors: (1) culture, ethos, and values; (2) institution, role, and role expectation; and (3) individual personality and need disposition. These factors influence a role incumbent in any type of social system to respond in the following three modes of actual behavior: (1) behavior that stresses nomothetic considerations -- the primacy for institution, role, and role expectation; (2) behavior that stresses idiographic considerations -- the primacy for individual personality and need disposition; and (3) behavior that utilizes a judicious combination of the two modes of behavior above.

Considering the role behavior of a role incumbent in an organization in terms of organizational effectiveness and efficiency according to Barnard's[25] theory, the mark of organizational effectiveness is indicated by congruence between actual behavior of incumbents of roles and role expectations. Congruence between need disposition of role incumbents and role expectations contributes to satisfaction of the role incumbents. Such satisfaction normally results in organizational efficiency.

According to Getzels,[26] proper functioning of role relationships in a social system like a school system depends on the degree of congruence in the perception of expectations by several complementary role incumbents. In other words, proper functioning of role behavior of role incumbents is not likely to occur where the role incumbents find themselves exposed to conflicting expectations held by their influential groups. Accordingly, Brown[27] suggests that the number and character of conflicting expectations found in any organization may be used as a basis on which to evaluate the organization as well designed or badly designed.

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[24] Getzels and Guba, _op_. _cit_.

[25] Chester I. Barnard, _op_. _cit_., pp. 44, 92.

[26] Jacob W. Getzels, _op_. _cit_., p. 318.

[27] Roger Brown, _Social Psychology_ (seventh printing; New York: The Free Press, 1967), p. 156.

3. Selected Recent Studies in Role Analysis

During the past decade, several research studies were conducted to test the above theoretically derived hypotheses relative to perceptions and expectations for the behavior of incumbents of positions in various social systems. In 1953, Ingraham[28] reported his survey of the scope and quality of educational services rendered by a random sample of twelve county school superintendents in California. The educational services were found to be different from county to county in spite of the fact that the laws of the State of California, the rules and regulations of the California State Board of Education, and other governing bodies gave identical amounts of authority and responsibility to each county school superintendent office. Ingraham concluded that the sample county school superintendents possessed different views of educational philosophy and interpreted the laws, the rules, and the regulations issued for them with a wide variety of conceptions. The perceptions associated with their roles were accordingly different. This situation, at least in part, caused the variations in the conduct of their services.

Getzels and Guba[29] reported in their study of 1954 that there was a positive relationship between the degree of involvement in role conflict of a role incumbent and the effectiveness of his role performance. The study was done at a school in an American Air Force Base with several groups of instructor-officers of that school. The subjects who experienced conflicting expectations for their roles as instructors and as military officers were found to be relatively ineffective in the performance of their roles.

Two years later, in 1956, Savage[30] reported on the research conducted by Elmer F. Ferneau of the Midwest Administration Center concerning the significance of role expectations between the school administrators and the state consultants. The findings revealed that conflicting expectations for the roles of the state consultants affected the perceived value of consultative services. The administrators who expected from the consultants the "expert" approach rated

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[28] Justus R. Ingraham, Jr., "The Role of the County Superintendent of Schools in California" (unpublished doctoral dissertation, Stanford University, Stanford, California, 1953), pp. 2, 12, and 191-192.

[29] J. W. Getzels and E. G. Guba, "Role, Role Conflict, and Effectiveness: An Empirical Study," American Sociological Review, 19 (1954), pp. 164-175.

[30] William W. Savage, "State Consultative Services in Education," Phi Delta Kappan, 37, 7 (April, 1956), pp. 291-294.

"process" approach consultants' services of low value. On the other hand, the administrators who looked upon consultants as "process" approach persons ranked as of low value the services of the consultants who behaved as "experts." The "expert" in Savage's definition meant the person who directed his efforts at arriving at the right answer for the particular problem in a particular situation. The "process" approach person meant the one who directed his efforts at working with all persons concerned to bring about behavioral changes which, in turn, would enable them to solve their own problems.

From the study on the roles of the school superintendents in Massachusetts conducted by Gross, Mason, and McEachern,[31] first reported in 1958, one might come to the conclusion that conflicting expectations for the role of an educational administrator held by the educational administrator's categories of people jeopardized his conduct of administrative programs. The study found that there was a significant difference in role perceptions and expectations between the school superintendents as incumbents of administrator positions and the school board members as incumbents of policy-maker positions. Exposure to such conflicting expectations caused anxiety among the school superintendents and, consequently, affected their job performance unfavorably. The school superintendents in the study were discovered to select among the following three modes of considerations to resolve the conflict: (1) the legitimacy of the expectations, (2) the possible sanctions for nonconformity, and (3) the balancing of both the legitimacy and the possible sanctions for non-conformity.

In the same year, Sweitzer[32] presented another report on his study to investigate some of the factors influencing the effectiveness of the school superintendent's leadership in improving the instructional program. Sweitzer attempted to discover the character and degree of agreement among the role perceptions and expectations held by the school superintendents, the school board members, the school principals, and the teachers of 17 school systems concerning the selected roles of the school superintendents. The findings revealed that not for a single category of the selected roles of the school superintendents were the perceptions and expectations of the sample groups the same. There was a slightly higher level of similarity among the school superintendents' perceptions of their own roles than among the expectations of the other groups on the same roles. This situation tended to bring difficulty to the school superintendents in gaining approval of the majority of those with whom they had to interact when dealing with instructional problems.

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[31] Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (3rd printing; New York: John Wiley and Sons, Inc., 1965), pp. vii, 116-121, and 280.

[32] Robert E. Sweitzer, "The Superintendent's Role in Improving Instruction," Administrator's Notebook, Vol. 6, No. 8 (April, 1958).

Jones, Davis, and Gergen[33] performed an experiment in 1961 to test their hypothesis that social expectations or externally imposed norms affected the role behavior of an individual. They arranged 134 subjects in groups ranging in size from five to twenty persons and assigned them to listen to a particular tape recording used as an externally imposed norm. After listening to the tape recording, each subject was asked to state his general impression. The analysis demonstrated that the opinion expressed after listening to the tape recording was different from the one expressed before. The tape recording or the externally imposed norm influenced the subjects' judgments.

Recently, in 1963, Willey[34] reported his study on role perceptions and expectations concerning 50 selected functions associated with the position of the county school superintendents in California. The subjects in the study consisted of 55 county school superintendents, 147 district school superintendents, and 50 legislators in the State of California. The findings showed a fairly positive relationship (r = .65) among the judgments of the three groups. An analysis of variance applied to test the differences of mean judgments among the three groups on 49 of the total 50 functions demonstrated that a significant difference existed. There were conflicting expectations for the roles of county school superintendents in California as held by the county school superintendents themselves, the district school superintendents, and the legislators. The sole statement of function found to be accepted by all the sample groups was that the county school superintendent reduced involvement in providing supervision and special services to the public schools. This implied that such a function was perceived as not associated with the position of the county school superintendent.

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[33] E. E. Jones, K. E. Davis, and K. J. Gergen, "Role Playing Variation and Their Informational Value for Person Perception," Journal of Abnormal and Social Psychology, 63 (1961), pp. 302-310.

[34] David A. Willey, "A Comparative Study of Perceptions of and Expectations for the Role of the County Superintendent in California" (unpublished doctoral dissertation, Stanford University, Stanford, California, 19630, pp. 93, 95.

Later, in 1964, Kahn and his colleagues[35] studied role conflict and ambiguity in an organization and reported that role conflict was related to low job satisfaction, low confidence in the organization, and a high degree of job-related tension. The location of positions within the organization was discovered to be related to the degree of conflict to which the incumbent of the position was subjected. Evidence found in the study showed that positions deep within the organizational structure were relatively conflict-free, but positions located near the boundary of the organization were likely to be conflict-ridden. The role incumbents who wanted to keep the status quo and the old tradition of the organization tended to become engaged in conflict.

A study of role perceptions and expectations for the school business administrators in California was conducted by Lamp[36] in 1964. The subjects consisted of the school superintendents, the school business administrators, and the school principals. The mean expectations of the 60 selected functions exhibited a high positive relationship, i.e., .89 to .96. An analysis of variance was applied to determine if a significant difference existed among the mean judgments or expectations of the four groups, i.e., credentialed business administrators, non-credentialed business administrators, school superintendents, and school principals. The findings indicated that a significant difference in their judgments or expectations for the role of the school business administrator existed at the .01 level. Lamp concluded that there were many problems of interpersonal relationships among the subject groups in the study.

From the preceding review of related literature, it may be concluded that a school system is a kind of social system which may be conceptualized to be an institutionalized organization, with a service function of moral and technical socialization, established under the needs and pressures of the society. The administrators of a school system execute educational policy, operate educational programs, and provide services by influencing the conduct of all personnel within the context of interpersonal setting. The effectiveness and the efficiency of a school system, as well as other organizations, depend upon congruence between role expectations and actual role behavior of incumbents of roles within the school system. Several studies demonstrated that proper functioning of actual role behavior was not likely to occur where incumbents of roles found themselves exposed to conflicting expectations held by their influential groups. In the case of the school superintendents, recent studies revealed that, in spite of identical school laws and regulations, the educational services provided by the school superintendents were different from one school system to another. This situation resulted from variations among role perceptions of the school superintendents. Besides, conflicting expectations for the role of the school superintendent held by incumbents of policy-maker positions or other influential groups were found to cause anxiety among the school superintendents and were found to affect the conduct of their administrative programs.

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[35] Robert L. Kahn, et al., Organizational Stress: Studies in Role Conflict and Ambiguity (in The Social Psychology of Organizations, eds., Daniel Katz and Robert L. Kahn. New York: John Wiley and Sons, Inc., 1966), p. 190.

[36] Robert G. Lamp, "An Analysis of Expectations for the Role of School Business Administrators in California" (unpublished doctoral dissertation, Stanford University, Stanford, California, 1964), pp. 109-127.

For the educational system in Thailand as previously explained, the effectiveness and the efficiency of educational administration at the provincial level are dependent upon contributions of three major groups, i.e., the provincial school superintendents, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. The provincial school superintendents are regarded to be chief administrators of provincial education and the provincial governors and the senior administrators of the above mentioned governmental units are their influential groups. Congruence between the perceptions and the expectations for the role of the provincial school superintendent held by these three groups is necessary to promote a rapid process in educational development in Thailand. However, to the best of the researcher's knowledge, no research studies in this sensitive area of educational administration have been performed in Thailand. Conflicting perceptions and expectations for the role of the provincial school superintendent could exist and accordingly could be a defect hindering educational development in that country. Since it is generally recognized that education is a most important instrument in the building of modern nations,[37,38] and since the Government of Thailand has put every effort into the improvement of the national system of education in order to support the national economic development programs,[39] research

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[37] Frederick Harbison and Charles A. Myers, Education, Manpower, and Economic Growth (New York: McGraw-Hill Book Company, 1964).

[38] John W. Hanson and Cole S. Brembeck, Education and the Development of Nations (New York: Holt, Rinehart and Winston, 1966).

[39] Government of Thailand, Summary of the Second Five-Year Plan (1967-1971), (Bangkok, Thailand: Government House Printing Office, 1966), pp. 32-34.

studies in this area are greatly needed because through such studies several administrative defects might be discovered and some corrective measures might be suggested. The task set for this study, then, was to identify conflicting perceptions and expectations for the role of the provincial school superintendent held by the provincial school superintendents themselves, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. The major conceptualization of role analysis in this study was inspired by the study performed by Gross, Mason, and McEachern.[40] Some adaptations and additions were made to suit the cultural aspects of the national system of education in Thailand.

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[40] Gross, Mason, and McEachern, loc. cit.

CHAPTER II

RESEARCH DESIGN AND METHODOLOGY

I. HYPOTHESES

As previously stated, the main purpose of this research was to examine the perceptions and expectations associated with the roles of the Thai provincial school superintendents held by the Thai provincial school superintendents themselves and two of their influential groups, i.e., (a) the provincial governors and (b) the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. The major hypothesis of the study was that significant differences existed between: (1) the perceptions the provincial school superintendents held of their own roles to execute the Thai educational policy, and (2) the expectations that two of their influential groups, the provincial governors and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior, held for the same roles. For convenience of analysis and specific investigation, this study attempted to test the following seven null hypotheses:

1. No significant differences existed among the perceptions and expectations or judgments for the roles of the provincial school superintendents held by all the three groups: the provincial school superintendents, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior.

2. No significant differences existed between the perceptions or judgments the provincial school superintendents held of their own roles and the expectations or judgments that the provincial governors held for the same roles.

3. No significant differences existed between the perceptions or judgments the provincial school superintendents held of their own roles and the expectations or judgments that the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior held for the same roles.

4. No significant differences existed between the expectations or judgments the provincial governors held for the roles of the provincial school superintendents and the expectations or judgments that the

senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior held for the same roles.

5. No significant differences existed among the perceptions or judgments the provincial school superintendents held of their own roles.

6. No significant differences existed among the expectations or judgments the provincial governors held for the roles of the provincial school superintendents.

7. No significant differences existed among the expectations or judgments the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior held for the roles of the provincial school superintendents.

II. DELIMITATION OF THE STUDY

1. Several other groups whose expectations might affect the role behavior of the provincial school superintendent could be identified, e.g., the Prime Minister and his Cabinet, the military groups, the National Council of Education, the National Council of Research, other governmental units, university professors, professional associations, business groups, religious groups, other civil servants, school teachers, and the lay people. The inclusion of all or part of these, however, was beyond the scope of this study.

2. The senior administrators in this study were selected incumbents of the positions considered and approved by the Division of Educational Planning of the Office of the Under-Secretary of State for Education as directly and most frequently interacting with the functions of the provincial school superintendents.[1] All of them were division heads or occupants of the positions equivalent to or senior to the division heads of the Ministry of Education and of the Department of Local Administration of the Ministry of Interior. Other senior administrators and incumbents of the positions with the Thai civil service ranks lower than those of the division heads were eliminated from the group of senior administrators in this study which was composed of 72 officials, as follows:

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[1] The consultative assistance was given to the researcher by the Director and Assistant to the Director of the Division through personal correspondence.

A. Ministry of Education:

(1) the Under-Secretary
(2) both deputies of the Under-Secretary
(3) all four Inspector-Generals of the Ministry
(4) the Education Inspector of the Ministry
(5) all twelve Regional Education Inspectors
(6) the Director-Generals of all eight departments (Departments of Elementary and Adult Education, Secondary Education, Vocational Education, Physical Education, Teacher Education, Educational Techniques, Fine Arts, and Religious Affairs)
(7) all eight deputies of the Director-Generals
(8) Chief, Central Division
(9) Director, Division of Educational Planning
(10) Chief, Division of Culture
(11) Director, Division of Educational Information
(12) Director, Division of Elementary Education
(13) Chief, Division of Special Education
(14) Chief, Division of Adult Education
(15) Chief, Supervisory Unit of the Department of Elementary and Adult Education
(16) Director, Division of Government Schools
(17) Chief, Division of Private Schools
(18) Chief, Supervisory Unit of the Department of Secondary Education
(19) Chief, Supervisory Unit of the Department of Secondary Education
(20) Director, Division of Commercial and Industrial Schools
(21) Chief, Division of Technical Schools
(22) Chief, Division of Agricultural Schools
(23) Chief, Division of Vocational Schools
(24) Director, Division of Physical Education Promotion
(25) Chief, Division of Sports
(26) Chief, Division of Boy Scouts
(27) Chief, Division of Junior Red Cross
(28) Chief, Division of In-Service Training
(29) Chief, Division of Teachers Training Schools
(30) Chief, Supervisory Unit of the Department of Teacher Education
(31) Chief, Division of Research
(32) Chief, Division of Educational Aids
(33) Chief, Division of Textbooks
(34) Secretary-General, Office of the Secretary-General of the Teachers Council

(35) the deputy of the Secretary-General of the Teachers Council
(36) Chief, Academic Affairs and Teachers' Welfare Unit of the Office of the Secretary-General of the Teachers Council

B. Department of Local Administration of the Ministry of Interior:

(1) the Director-General
(2) both deputies of the Director-General
(3) Chief, Division of Public Elementary Education
(4) Director, Division of Municipal Schools
(5) Chief, Technical Division
(6) Chief, Division of In-Service Training

3. Although the provincial school superintendents, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior in this study might be categorized by sex, age, years of experience, level of education, and geographical location of their offices, this study was limited to an investigation of their expressed opinions concerning the selected functions of the provincial school superintendents as three whole groups. No attempts were made to generalize the findings to other administrators in Thailand besides the above selected groups.

4. The study was limited to the statements in the fifty items of the opinionnaire which represented four major administrative task areas of the provincial school superintendents, i.e., (a) community relations task area, (2) instruction and curriculum task area, (3) personnel administration task area, and (4) business administration and services task area. These task areas were selected because they covered major functions of educational administrators recognized by several leaders in the field of educational administration.

In support of the selection, Fisk's[2] recommendation might be cited. In his study Fisk classified the task of educational administration into four major categories, i.e., (1) responsibilities relating to the community; (2) responsibilities concerning the improvement of instruction and curriculum; (3) responsibilities in obtaining, developing, and improving personnel; and (4) responsibilities in providing and maintaining funds and facilities. All of these areas of responsibilities of an educational administrator corresponded with the above administrative task areas selected for this study even though the terms used were not identical.

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[2] Robert S. Fisk, The Task of Educational Administration (in Administrative Behavior in Education, ed., Roald F. Campbell and Russell T. Gregg. New York: Harper and Row, 1957), p. 211.

Another source of support was the suggestion by Campbell, Corbally, and Ramseyer,[3] who contended that the administrative tasks or operational areas of administration might be grouped into the following seven categories: (1) school community relationships, (2) curriculum development, (3) pupil personnel, (4) staff personnel, (5) physical facilities, (6) finance and business management, and (7) organization and structure. Under the topic of business administration in this study, the above stated pupil personnel, physical facilities, finance and business management, and organization and structure task areas were included. The other three areas of this study obviously covered the rest of the task areas suggested.

Recently Wennerberg[4] reported the resolutions of a committee representing the California Association of School Administrators (CASA) and the California School Boards Association (CSBA) associated with the task areas of the school superintendents in California which included the four administrative task areas studied. The resolutions expected the school superintendent to: (1) serve as the executive officer of the school board; (2) serve as the leader of the school system in planning, developing, and evaluating the school curriculum and other educational programs by providing encouragement, direction, and opportunity for full participation of the professional staff concerned; (3) perform public relation and community contact, establish a good working relationship with all news media, and keep the school board and the community well informed; (4) administer personnel practices and staff organization; (5) develop professional growth and allocate time for planning; (6) conduct all school business practices; and (7) develop and maintain plans and programs for the future. These functions could be summarized as relating to the community relations task area, the instruction and curriculum task area, the personnel administration task area, and the business administration and services task area selected for this study.

For the case of the Thai educational administrative tradition, the Ministry of Education sent a circular to all the provinces in Thailand in 1951 suggesting that the provincial administration councils arrange their provincial school superintendents' offices so that the following administrative tasks were performed: (1) business management (office organization, allocation of funds and facilities, school plants construction, social and public relations, personnel administration, statistical reports, special assignments, and research and development in business management) and (2) academic administration (educational programs organization, educational aids, educational evaluation, supervisory services, inspection and control, and research and development in academic administration.[5] Obviously, among the suggested functions were the selected four task areas studied.

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[3] Roald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer, Introduction to Educational Administration (2nd ed.; Boston: Allyn and Bacon, Inc., 1965), pp. 90-91.

[4] Carl H. Wennerberg, ed., The Superintendent-Board Relationship (California: California School Boards Association and California Association of School Administrators, 1967), pp. 7-9.

Besides the above conceptualizations of leaders in the discipline of educational administration and the suggestions by the Thai Ministry of Education, evidence received from the interviews made with three Thai former provincial school superintendents, who came to California during the initial phase of this study, and from the letters of two other Thai former provincial school superintendents, who were studying for their master's degree in Kansas during the same period, confirmed that the selected four areas of administrative tasks were appropriate for application in this study.

However, this study did not intend to deny or affirm the importance of any other functions not included in the opinionnaire items. Chances were left open for different conceptualizations in different situations to determine those functions for application to suit other purposes which were beyond the scope of this study.

III. THE SUBJECTS

Thailand at the present time has 71 provinces and 71 provincial governors who direct all facets of provincial civil administration in general and 71 provincial school superintendents who serve as chief administrators of provincial education under the control and supervision of the provincial governors. All of these administrators were the subjects of this study. The provincial school superintendents were regarded as a performer group and the provincial governors as an influential group. As indicated in Section II of this chapter, several other influential groups of the provincial school superintendents could be identified; however, only one other of these, besides the provincial governors, was included in this study as another influential group having direct bearing on the provincial school superintendency, namely the 72 senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior, as defined and identified in Section II of this chapter. All these subjects were categorized into three groups, each of which was treated as a universe or total population. They were as follows:

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[5] Huang Seesukhawat, Laws and Regulations Relating to the Functions of the Ministry of Education (Bangkok, Thailand: Ekasilpa Press, 1966), pp. 1008-1012. (Thai version.)

Group 1: 71 provincial school superindentents;

Group 2: 71 provincial governors; and

Group 3: 72 senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior.

IV. RESEARCH INSTRUMENT

The research instrument for securing the information needed in this study was a self-report opinionnaire (the term was borrowed from Brown and Thornton).[6] The cost in terms of time and money of interviewing all the subjects whose offices were located throughout the 71 provinces in Thailand precluded the interview as the means of data gathering. The use of the opinionnaire enabled the inclusion of the total population desirable for this study.

In construction of the instrument, the following were considered or performed:

1. Delineation of the Administrative Functions

The first step was to delineate as many as possible of the functions of the provincial school superintendent in Thailand. Such information was obtained from the following sources:

(1) A perusal of Thai Government official documents concerning educational administration in Thailand and the position of provincial school superintendents, e.g., the regulations and by-laws of the

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[6] James W. Brown and James W. Thornton, Jr., College Teaching: Perspectives and Guidelines (New York: McGraw-Hill Book Company, Inc., 1963), p. 246.

Ministry of Education found in the History of Ministry of Education 1892-1964,[7] some laws concerning the administration of public education of the Provincial Administration Organization,[8] the Civil Service Administration Act of 1952 and its amendments of 1953, 1956, and 1960,[9] the Provincial Administration Act of 1955 and its amendments of 1956, 1963, and 1966,[10,11] the proclamation on the duties of the Ministry of Education and division of its offices,[12] and A Handbook of Educational Administration.[13]

(2) An examination of professional literature and research studies describing the functions of the school superintendency, the administrative theory, and the bureaucracy, e.g., those by Campbell and others,[14,15,16] Morphet and others,[17] Grieder and others,[18]

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[7] Ministry of Education, History of Ministry of Education 1892-1964 (Bangkok, Thailand: Kuru Sapa Commercial Organization Press, 1964). (Thai version.)

[8] Ministry of Interior, Some Laws Concerning the Administration of Public Education of the Provincial Administration Organization (Bangkok, Thailand: Department of Local Administration, 1967). (Thai version.)

[9] Seesukhawat, op. cit., pp. 100-118.

[10] Ibid., pp. 198-212.

[11] Government of Thailand, Rajkitjanubeksa (Royal Gazette), Vol. 83, No. 79, op. cit., pp. 22-29.

[12] Seesukhawat, op. cit., pp. 32-96.

[13] Office of the Under-Secretary of State for Education (Thailand), A Handbook of Educational Administration (Bangkok, Thailand: Ministry of Education, 1965). (Thai version.)

[14] Campbell, Corbally, and Ramseyer, loc. cit.

[15] Campbell and Gregg, loc. cit.

[16] Roald F. Campbell, Luvern L. Cunningham, and Roderick F. McPhee, The Organization and Control of American Schools (Columbus: Charles E. Merrill Books, Inc., 1965), Chapter 8.

[17] Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration (2nd ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967), pp. 294-298.

[18] Calvin Grieder, Truman M. Pierce, and William E. Rosenstengel, Public School Administration (2nd ed.; New York: The Ronald Press Co., 1961), Chapter 6.

Wennerberg,[19] American Association of School Administrators,[20] Ingraham,[21] Gross, et al.,[22] Sweitzer,[23] Willey,[24] Lamp,[25] Meksawan,[26] Riggs,[27] Siffin,[28] and Mosel.[29]

(3) A selection of information from informal interviews and reports of five Thai former provincial school superintendents and one Thai district school superintendent, and from discussions with nine American county school superintendents, district school superintendents, and their assistants in the Bay Area in California.

(4) The researcher's first-hand experience in the Thai administrative system and tradition: the researcher himself being a Thai senior civil servant.

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[19] Wennerberg, loc. cit.

[20] American Association of School Administrators, The American School Superintendency (30th yearbook; Washington, D.C.: The Association, 1952).

[21] Ingraham, loc. cit.

[22] Gross, Mason, and McEachern, loc. cit.

[23] Sweitzer, loc. cit.

[24] Willey, loc. cit.

[25] Lamp, loc. cit.

[26] Arsa Meksawan, "The Role of the Provincial Governor in Thailand" (unpublished doctoral dissertation, Indiana University, Bloomington, Indiana, 1961). (A Xerography copy.)

[27] Fred W. Riggs, Thailand: The Modernization of a Bureaucratic Policy (Honolulu, Hawaii: East-West Center, 1966).

[28] William J. Siffin, The Thai Bureaucracy: Institutional Change and Development (Honolulu, Hawaii: East-West Center, 1966).

[29] James N. Mosel, Thai Administrative Behavior (in Toward the Comparative Study of Public Administration, ed., William J. Siffin. Bloomington, Indiana: Indiana University Press, 1957), pp. 278-331.

2. Classification of Administrative Task Areas

The various functions delineated and synthesized in the way described above were categorized under one of the four major administrative task areas, i.e., (1) community relations task area, (2) instruction and curriculum task area, (3) personnel administration task area, and (4) business administration and services task area. Those not falling into one of these areas were eliminated. Statements were formulated on each of the tasks selected. These statements included both mandatory and permissive functions. In other words, the law or regulation was quite explicit regarding most duties, stating that certain functions had to be executed by the provincial school superintendent; however, there were other functions for which there were no explicit or mandatory legislation.

3. Construction of the Opinionnaire Items

Because of its simplicity in administration and analysis, the opinionnaire was constructed in check-list form with five assigned responses identical for each item, i.e., strongly agree, agree, uncertain, disagree, and strongly disagree. As previously stated, the opinionnaire items were statements delineated from and based upon Thai Government official documents, professional literature and studies, informal reports and discussions with both Thai and American school superintendents, and from the writer's first-hand experience. All items were relevant to the purpose of the study and dealt with significant functions of the Thai provincial school superintendents. Since this study did not intend to examine formal professional knowledge, obvious knowledge-type items which were to be answered only by assuming a formal course of educational administration were excluded. Items which reflected current or popular practices of the Thai administrators, as related to the functions of the Thai provincial school superintendents, were adapted and included in the opinionnaire.

In order to minimize response sets of subjects that might be generated if only favorable or unfavorable statements were included in the research instrument, the opinionnaire contained both kinds of statements, professionally favorable and professionally unfavorable. The statements were considered favorable or unfavorable according to their agreement or disagreement with the information delineated from the above described sources, and as approved by the research advisors which consisted of one anthropologist, who had more than five years of experience in Thailand and for some time served as an adviser to a Thai governmental unit, one educational administrator, and one political scientist.

4. Item Validity

In defining a universe of functions of the Thai provincial school superintendents, the test of internal validity for each item in the universe was its content. As Kerlinger,[30] Stouffer, Guttman, and their colleagues[31] suggested, the question was whether the items actually belonged in the universe. According to the approach of this study, only a judgment of the content could answer this. Determination of such validity of every statement by experts in Thai educational administration was impossible because the persons with such caliber were not available in the United States at the time of this study, and all or almost all the top rank Thai education administrators who could serve as experts for this purpose had been selected and reserved as subjects in the study. For convenience of the study, then, the research advisors were asked to judge every statement before it was included in the opinionnaire.

5. Translation of the Opinionnaire

All the opinionnaire items were constructed in English first and then, after approval of the research advisors, translated into Thai so that the error of misunderstanding by the subjects might be minimized. The translation was done by the researcher under close supervision of the principal investigator who himself possessed an excellent command of the Thai language.

6. Preliminary Criticism

When the statements concerning the functions of the Thai provincial school superintendents had been properly collected, translated into Thai and arranged into an opinionnaire form, it was necessary to obtain reaction and criticism for ambiguity as well as clarity of the wording used in the Thai language. Six Thai students of varying educational levels from high school graduates to advanced degree candidates available in the Bay Area, and one Thai administrator holding the rank of Deputy Director-General of one department in a Ministry in Bangkok, Thailand, who visited the Bay Area during the initial phase of the study, were asked to form a discussion panel and react to the items in the original form. This procedure was conducted to see if the wording in each item conveyed the intended meaning. Revisions were made when the criticism was warranted.

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[30] Fred N. Kerlinger, Foundations of Behavioral Research (New York: Rinehart and Winston, Inc., 1967), pp. 445-447.

[31] Samuel A. Stouffer, et al., Measurement and Prediction (New York: John Wiley and Sons, Inc., 1966), p. 57.

7. Distribution of the Opinionnaire Items

Items containing both professionally favorable and professionally unfavorable statements from the four administrative task areas were first assigned random numbers as a guide to establishing the order in which they appeared in the opinionnaire instead of grouping them in clusters. After the discussion panel's preliminary criticism, as indicated above, it was agreed that in order to avoid misinterpretation among the respondents, the items should be grouped in four clusters, i.e., community relations, instruction and curriculum, personnel administration, and business administration and services, respectively. However, within each cluster all items were placed in random order. This procedure was designed to prevent giving possible clues of preferential response to the subjects.

8. Format of the Opinionnaire

Each item in the opinionnaire was written in the form of an infinitive phrase under an independent clause and was followed by five full assigned responses identical in every item. The subjects were requested to place a check mark above only the one response they selected for each item. The format of the opinionnaire was as follows:

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

1. To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.

______	______	______	______	______
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

2. To join major religious or traditional meetings of the public, even though such meetings do not concur with his own belief.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

3. To offer to ...

This procedure was followed to remind the respondents quickly and constantly of the five possible alternatives for their selection and also to minimize potential error that might occur from marking a check in the wrong place in case all responses were put together in columns at the right margin, at the bottom of the page, or on a separate answer sheet.

9. Scoring Method

As previously indicated, the subjects were asked to respond to the statement in each item by placing a mark above the response they selected. Scores were given on a weighted basis according to the method of summated ratings as suggested by Edwards.[32] For favorable statements, the "strongly agree" response was given a weight of 4, the "agree" response a weight of 3, the "uncertain" response a weight of 2, the "disagree" response a weight of 1, and the "strongly disagree" response a weight of 0. For the unfavorable statements, the scoring system was reversed, with the "strongly disagree" response being given the 4 weight, and the "strongly agree" response the 0 weight. The item having more than one response mark or no response mark was coded as "uncertain" and given the weight of 2. No statement or item, thus, would have a score of more than four. For each subject, a total score was obtained by summating his or her scores for the individual items.

V. PRETESTING THE OPINIONNAIRE

1. Purpose

In order to adjust the opinionnaire, which had already been revised after the preliminary criticism, according to the method indicated under Section IV above into the final form, the pilot study or a pretest was conducted. The main purposes of the pretest were: (1) to allow the writer to obtain reactions to the actual mechanical process of completing the opinionnaire which would assist the adjustment of the wording and organization of the opinionnaire items into the final form and (2) to apply an item analysis before selecting the items considered appropriate for the final form.

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[32] Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), Chapter 6, pp. 149-171.

2. The Pretest Opinionnaire

The pretest opinionnaire had 71 professionally favorable statement items and 29 professionally unfavorable statements items arrranged at random in the sequence of appearance within each cluster of administrative task area. There were 20 items (20%) in the community relations area, 30 items (30%) in the instruction and curriculum area, 30 items (30%) in the personnel administration area, and 20 items (20%) in the business administration and services area.

3. The Pretest Subjects

The subjects used in the pretest were 50 selected Thai administrators who held or used to hold the positions with the functions relating to those of the provincial school superintendents. These functions were similar or almost similar to those of the final subjects, even though they were less influential. The chief considerations of the selection were; first, the willingness of the subjects to cooperate; secondly, the convenience of administration which was done by mail; and thirdly, the availability of various appropriate backgrounds of the subjects which should be similar or almost similar to those of the final subjects. The pretest subjects were not included in the final study.

4. Administration of the Pretest Opinionnaire

As the Division of Educational Planning of the Ministry of Education in Thailand endorsed this study and accepted the responsibility of administering the pretest and collecting the returns for the researcher, the pretest opinionnaire was mailed to this division. It was then forwarded from this division to the 50 pretest subjects in different provinces in the country. With each pretest opinionnaire a return envelope was enclosed. The envelope was affixed with a postage stamp necessary to mail to the Director of Division of Educational Planning at the Ministry of Education in Bangkok. In order to motivate the subjects to cooperate, a letter from the Director of Division of Educational Planning, expressing his endorsement of the study and requesting cooperation of the subjects, accompanied every opinionnaire form sent.

5. The Respondents of the Pretest Opinionnaire

The returns that the Division of Educational Planning collected and air-mailed back to the researcher in the United States were from 48 persons, or 96 percent of all the selected pretest subjects. They could be classified into three groups, i.e., (1) five former provincial school superintendents and 11 district school superintendents from 11 provinces of various regions in Thailand (this group was assumed to represent the provincial school superintendents in the final study), (2) five deputy provincial governors (palad-changwad) and ten district officers (nai-amphur) from nine provinces of various regions in Thailand (this group was assumed to represent the provincial governors in the final study, and (3) 14 chiefs of sections of various departments in the Ministry of Education and three section chiefs or the equivalents of the Department of Local Administration of the Ministry of Interior (this group was assumed to represent the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior in the final study).

6. Range and Distribution of Total Scores Obtained

In analysis of the pretest opinionnaire returns, the scoring method indicated under Section IV above was applied. According to this method, the perfect total score was 400 for all the 100 items of the pretest opinionnaire. The range of total scores obtained by the 48 pretest subjects was found to be from 233 to 320, with a mean of 283.6 and 20.8 standard deviation.[33] Figure 1, which appears on the following page, shows the distribution of the total scores.

7. Item Discriminating Powers

Total scores were divided into two groups, the top 27 percent (number = 13) and the low 27 percent (number = 13).[34] Frequencies of the subjects' responses to each item were tallied for each group and a

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[33] Refer to the statistical methods in Allen L. Edwards, Statistical Methods for the Behavioral Sciences (New York: Rinehart and Co., Inc., 1958), Chapters 3-5, pp. 33-100.

[34] Frederick B. Davis, Item Selection Techniques (in Educational Measurement, ed., E. F. Lindquist. Washington, D.C.: American Council of Education, 1959), pp. 266-328 (for the selection of 27%).

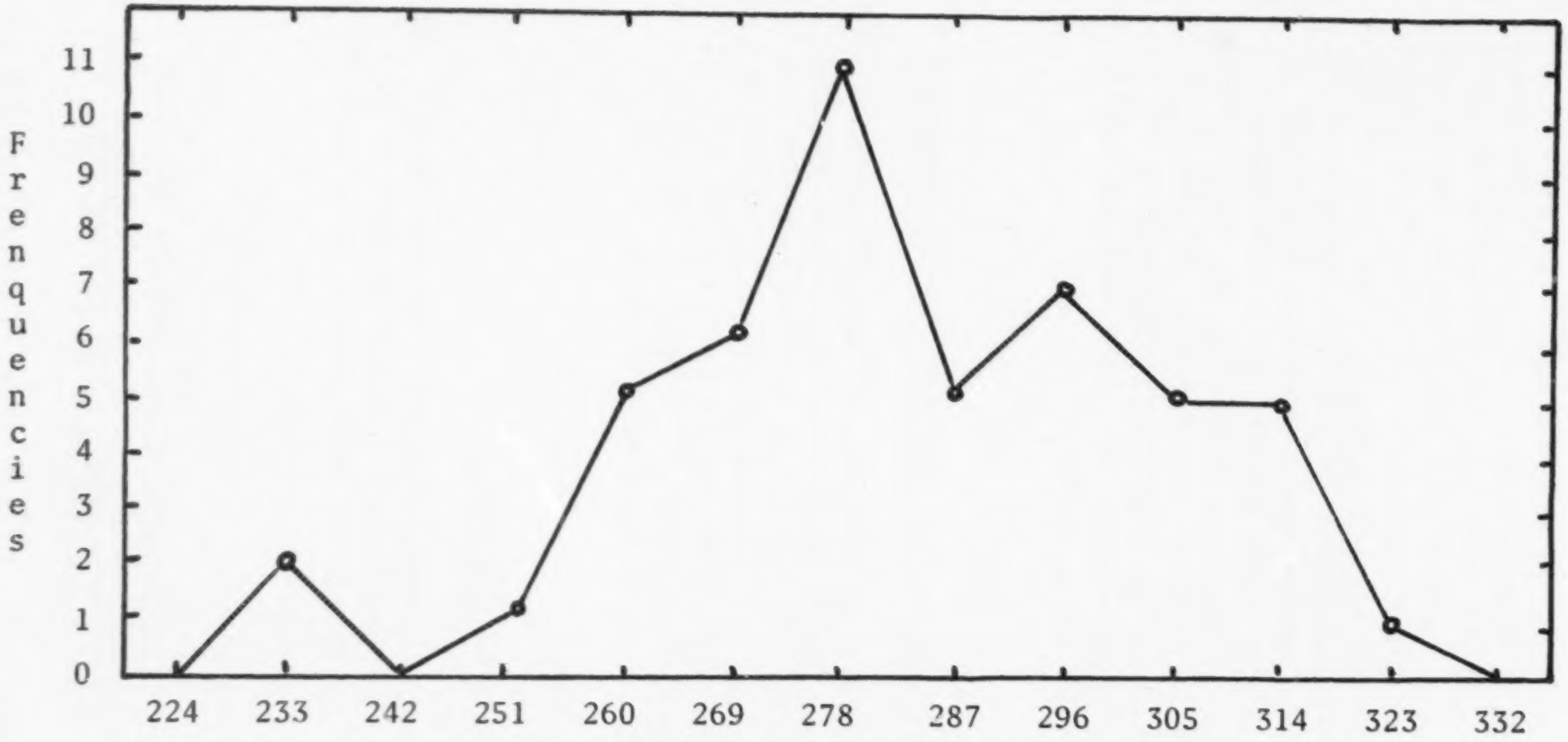

FIGURE 1 -- A FREQUENCY DISTRIBUTION OF TOTAL SCORES OBTAINED BY ADMINISTRATORS IN THE PRETEST

t-value which was the item discriminating power index for each statement was found according to the method suggested by Edwards.[35] Table 1 shows the item discriminating power index of each item in the pretest opinionnaire form.

8. Selection of Items

In this study, what was desired was a set of approximately 50 statements or items that would differentiate between the group obtaining high total scores and the group obtaining low total scores. These statements were selected by finding the t-value of each statement as described above and then arranging the statements in rank order according to their t-values. Then approximately 50 statements with the largest t-values were selected for the final opinionnaire. In order to have the statements concerning the administrative tasks of the Thai provincial school superintendents in all four areas determined under Section IV-2 of this chapter selected, such rank order arrangement was done in separate clusters, i.e., community relations (pretest items 1-20), instruction and curriculum (pretest items 21-50), personnel administration (pretest items 51-80), and business administration and services (pretest items 81-100). Besides being rejected due to the size of their t-values in the rank order, as it was found that the value of t was 2.064 at the .05 level of significance with 24 degrees of freedom, items which had t-values smaller than 2.064 were eliminated from the instrument because they indicated that they could not statistically differentiate between the high-score group and the low-score group.[36] However, there were a few exceptions to the above criteria of selection. Eight items should have been rejected for lacking discriminating powers, but they remained in the final form for two reasons, i.e., (1) they represented highly important conceptions pertaining to the functions of the Thai provincial school superintendents (pretest items 3, 10, 61, 69, and 71), and (2) they contained unfavorable statements that could serve as fake items to change the pattern of response, but in this case they would not be included in the final analysis and interpretation (pretest items 30, 42, and 62). Since one of the purposes of this study was to identify conflicting expectations relating to the roles of the Thai provincial school superintendents, as many items should be retained as possible without hampering the effectiveness of the opinionnaire as a whole.

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[35] Allen L. Edwards, Techniques of Attitude Scale Construction, loc. cit.; and Allen L. Edwards, Statistical Methods for the Behavioral Sciences, op. cit., p. 501 (Table of t-value).

[36] Allen L. Edwards, Statistical Methods for the Behavioral Sciences, loc. cit.

TABLE 1

ITEM DISCRIMINATING POWERS OF THE PRETEST OPINIONNAIRE

Note: t = the power of the item in discriminating the subjects who obtained high total scores from the subjects who obtained low total scores

P = the probability of having t-value this large or larger by chance (df = 24)

Pretest Item No.	t	P	Pretest Item No.	t	P
1	1.019	.40	51	0.178	.90
2	1.216	.30	52	0.682	.60
3	2.057	.10	53	0.000	(same $\bar{X}$)
4	1.217	.30	54	0.333	.80
5	3.634	.01	55	3.783	.01
6	0.423	.70	56	2.358	.05
7	3.279	.01	57	3.221	.01
8	0.520	.70	58	0.807	.50
9	0.764	.50	59	3.846	.01
10	1.583	.20	60	0.282	.80
11	2.167	.05	61	1.395	.20
12	2.887	.01	62	1.292	.30
13	1.589	.20	63	1.075	.30
14	3.221	.01	64	1.733	.10
15	2.248	.05	65	2.719	.02
16	0.303	.80	66	2.794	.02
17	2.830	.01	67	0.496	.70
18	0.355	.80	68	2.442	.05
19	7.900	.01	69	1.938	.10
20	0.597	.60	70	1.254	.30
21	0.000	(same $\bar{X}$)	71	1.942	.10
22	2.363	.05	72	0.922	.40
23	1.913	.10	73	3.265	.01
24	0.592	.60	74	1.791	.10
25	2.079	.05	75	3.284	.01
26	0.910	.40	76	2.772	.02
27	0.704	.50	77	3.139	.01
28	2.568	.02	78	1.274	.30
29	4.957	.01	79	3.811	.01
30	1.612	.20	80	2.992	.01
31	4.115	.01	81	2.065	.05
32	2.797	.01	82	2.746	.02
33	0.897	.40	83	3.590	.01
34	4.115	.01	84	1.044	.40
35	0.519	.70	85	4.630	.01
36	2.931	.01	86	3.859	.01
37	0.526	.70	87	3.329	.01
38	3.244	.01	88	0.343	.80
39	1.196	.30	89	4.564	.01
40	1.745	.10	90	4.483	.01
41	4.465	.01	91	3.783	.01
42	1.767	.10	92	4.381	.01
43	4.398	.01	93	2.615	.02
44	1.507	.10	94	3.827	.01
45	6.320	.01	95	2.126	.05
46	3.888	.01	96	2.205	.05
47	0.165	.90	97	4.557	.01
48	1.414	.20	98	5.599	.01
49	3.267	.01	99	4.743	.01
50	2.497	.02	100	3.728	.01

TABLE 2

THE ITEMS REMAINING IN THE FINAL OPINIONNAIRE

Final Item No.	Pretest Item No.	t	P	Remarks
1	19	7.900	.01	revised
2	5	3.634	.01	
3	7	3.279	.01	
4	14	3.221	.01	
5	12	2.887	.01	revised
6	17	2.803	.01	
7	15	2.248	.05	
8	11	2.167	.05	revised
9	3	2.057	.10	
10	10	1.583	.20	
11	45	6.320	.01	
12	29	4.957	.01	revised
13	41	4.465	.01	
14	43	4.398	.01	
15	31	4.115	.01	
16	34	4.115	.01	
17	46	3.888	.01	
18	49	3.267	.01	
19	38	3.244	.01	
20	36	2.931	.01	
21	32	2.797	.01	
22	28	2.568	.02	
23	50	2.497	.02	
24	22	2.363	.05	revised
25	25	2.079	.05	
26	42	1.767	.10	fake
27	30	1.612	.20	fake
28	59	3.846	.01	
29	79	3.811	.01	
30	55	3.783	.01	
31	75	3.284	.01	revised
32	73	3.265	.01	
33	57	3.221	.01	
34	77	3.139	.01	revised
35	80	2.992	.01	
36	66	2.794	.02	
37	76	2.772	.02	
38	65	2.719	.02	
39	68	2.442	.05	
40	71	1.942	.10	
41	69	1.938	.10	
42	61	1.395	.20	
43	62	1.292	.30	fake
44	[98 99	5.599 4.743	.01] .01	combined & revised
45	85	4.630	.01	
46	89	4.564	.01	
47	97	4.557	.01	
48	90	4.483	.01	
49	92	4.381	.01	
50	86	3.859	.01	
51	91*	3.783	.01	
52	94	3.827	.01	
53	83	2.746	.02	

Note: The pretest item 91 (final item 51) was arranged to appear above the pretest item 94 (final item 52) in spite of its smaller size t-value because the implication of the statement was closer to the pretest item 90 (final item 48) than that of the pretest item 94.

Altogether, 47 items were eliminated from the pretest, leaving 53 items (three of which were fake items) in the final opinionnaire. The revised and final form contained 39 professionally favorable statement items and 14 professionally unfavorable statement items in about 3:1 ratio. Table 2 shows the items which remained in the final opinionnaire rearranged in rank order according to their t-values.

VI. THE FINAL OPINIONNAIRE

1. Distribution of Administrative Task Statements and Their Rationale

The revised and final form of the opinionnaire contained 39 professionally favorable statement items and 14 professionally unfavorable statement items. The item numbers of these statements were listed in Table 3.

TABLE 3

THE FAVORABLE AND UNFAVORABLE STATEMENTS
IN THE FINAL OPINIONNAIRE

Statements	Final Item Number
Favorable:	2, 3, 4, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 28, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 42, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53.
Unfavorable:	1, 5, 8, 10, 11, 12, 24, 25, (26), (27), 31, 34, 39, (43).

Note: Items 26, 27, and 43 were fake and not included in the final analysis and interpretation.

The 50 usable items in the final opinionnaire contained the statements which were related to various aspects of the four major administrative task areas of the provincial school superintendent. The central idea of the whole opinionnaire was based upon the principles of educational administration in a democratic society. This idea supported the purpose of education in Thailand which was stated in the National Scheme of Education that one of the purposes of education in Thailand was to educate the Thai people so that they might possess a democratic outlook.[37] Two fundamental concerns dominated the researcher's interest in the construction of the opinionnaire both in the pretest and the final forms. One centered upon the form of the institution needed to provide the education required for active and responsible citizens of a democratic society and included its structure, functions, controls, maintenance, and support. The other centered upon the goals of public education in Thailand and presumed the consideration of the kinds of education and services that the Thai educational administrators and the school system in Thailand should provide to the Thai people. The relationship of these two concerns made up the major portion of the opinionnaire. The following are the 50 items and their rationale:

A. Community Relations (Items 1-10)

For the special purpose of this study, community relations does not mean only publicity for good understandings and interrelationships between the school and the community, but also what the school can do to develop the community and what the community can do to support the programs of the school. The central principle that underlies the 10 items is that in a democratic society the public schools exist for, belong to, and are controlled by the people. The provincial school superintendent is, then, supposed to support this principle by conducting all his administrative programs accordingly.

> Item 1: To request the school to keep their buildings and equipment as government properties which cannot be used by lay people.

The above statement is professionally unfavorable. It is against the principle that the public schools belong to the people, and also against the regulation of the Thai Ministry of Education which requires that lay people be allowed to use school buildings and equipment with the permission of the provincial governor, or the district officer, or the authorized department of the Ministry of Education.[38] However, according to the researcher's first-hand experience, lay people in Thailand have hardly had access to the use of public school buildings and equipment.

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[37] Government of Thailand, National Scheme of Education (Bangkok, Thailand: E. T. O. Press, 1962), p. 1.

> Item 2: To join major religious and traditional meetings of the public even though such meetings do not concur with his own belief.

This statement is based on the principle that a good school superintendent in Thailand should consider himself as a member of the community and public servant who devotes his time and effort to the public. His participation in major religious or traditional meetings of the public may help to bridge the existing gap between the government officials and the lay people in Thailand, and accordingly he may obtain popular support in getting his job properly done.

> Item 3: To offer to lay people in the province a chance to participate in the formulation of educational policy of the province.

The purpose of this item is to examine whether the Thai administrators are willing to let the citizens participate in important decisions bearing on the public schools. Such participation may be done through the elected or appointed local board of education with lay citizens as members, or through other means, even though the methods are not suggested in the statement above to avoid clues for the responses. This item is very important because education is a necessary and proper concern of the community. From the dogma that democracy cannot work if citizens are not concerned with public affairs, it follows that first of all citizens must be given a chance to be concerned. However, in Thailand the people have not yet obtained such a chance. Direct influence over decisions in public education, then, seems to be exerted almost entirely by government officials.

> Item 4: To make every effort to have the classroom teachers visit the homes of all their pupils.

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[38] Seesukhawat, op. cit., p. 644.

The goal of the community relations is a two-way understanding -- the school understands the community and the community understands the school. Since in the Thai culture the teachers are regarded as respectful and influential people, normally there is a gap between the teachers and the parents. As the parent-teacher associations and other formal organizations are rare in Thailand, the gap between the school and the community is even wider. In order to develop good community relations, the provincial school superintendent may have to assume leadership in persuading classroom teachers to go to the people and not to wait for the people to come to them. After such visits, informal relations will take place and other programs for community relations may be operated successfully.

Item 5: To request that the schools prevent
involvement of parents in school
affairs.

The above statement is professionally unfavorable. School affairs are the proper concerns of the parents and the community. A good school administrator will take advantage of such involvement by gaining cooperation and support from the parents for the success of his school programs.

Item 6: To keep the public informed of all
movement and progress of education
in each amphur (district) in the
province.

Publicity is one of the most important factors favoring success in educational administration. Through publicity, the whole community may be taken into active participation and cooperation in the school affairs. Besides, to keep the people well-informed of the movement and progress of education is a demonstration of the school administrator's belief in the influence of the people in a democratic society.

Item 7: To ascertain the felt needs in education
and vocation of each amphur (district) in
the province before planning educational
programs.

Conceptualization and planning of educational programs without scientific study of the actual needs in education and vocation of the community will not support good community relations and will result only in failure of the educational programs. If the public schools are to exist for the people, the actual needs of the people in the community should not be ignored. On the contrary, responsiveness to public wants is greatly needed.

> Item 8: To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.

The above statement is professionally unfavorable. Vocational training of the people is regarded as one of the purposes of adult education which has been considered to be a function of the Thai schools for many years.[39] When the Department of Community Development has been established in the Ministry of Interior, many administrators seem to assume that all forms of community development activities including vocational training of the people are the responsibility of that department. The purpose of this item is to investigate whether the educational administrators also assume as such, and whether they tend to reject such responsibility at the present time.

> Item 9: To make every effort to cultivate the reading habits of rural people.

Having spent four years (or seven years in some provinces at the present time) in the public elementary schools to fulfill the requirements of the law of compulsory elementary education, children of Thai rural people who are in actuality the majority of the Thai population return to their rice fields and find no more time or no chance to read and write again. After some period of time, they grow up forgetting how to read and write. It is, then, the responsibility of the provincial school superintendent to implement some programs to help them maintain or cultivate their reading habits and, consequently, to prevent public re-illiteracy. Such programs may include the establistment of some public libraries within the school libraries or other means that may encourage the cultivation of reading habits of the rural people.

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[39] Government of Thailand, Annual Report of Adult Education 1964 (Bangkok, Thailand: Ministry of Education, Division of Adult Education, 1964), pp. 1-7.

Item 10: To invite anyone with potential to support provincial education, to patronize educational affairs in spite of his or her personal background.

The above statement is professionally unfavorable. A culture-oriented administrator should be cautious of his conduct related to this matter. Official request from him to anyone, even for the purpose of obtaining financial support of the public schools, implies official recognition of the reputation of that person. If it happens to be widely known among the people in the community that the one the provincial school superintendent invites to patronize the public schools is corrupt, the provincial school superintendent himself may lose his popularity among the people, and later he may lose popular support. According to the elementary education act of 1935 and the regulation of the Ministry of Education issued in 1952, the people of all walks of life may give financial support to the public schools, but public officials cannot invite "anyone" to become a patron of a public school.[40] Only a person with a financially and socially reputable background can be appointed a patron of a public school.

B. Instruction and Curriculum (Items 11-25)

The administrative responsibility of the Thai provincial school superintendent for school instruction and curriculum under this topic has to do with all activities that bear on the nature and quality of the learning experiences provided by the schools for the students and individuals or groups of the school-community. The school superintendent's function deals also with the administrative process in getting the job done and a variety of means for supervision and evaluation of the outcomes of educational enterprise geared toward continual improvement.

Item 11: To conduct educational administration by means of unofficial directions taken from senior government officials of the province.

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[40] Seesukhawat, op. cit., pp. 329-344, and pp. 687-688.

The above statement is professionally unfavorable. A good provincial school superintendent should not take unofficial directions to conduct his educational administration from anyone, even from the senior government officials of the province. The implementation of the educational objectives and the conduct of all the school programs should be done within the framework of official process. Further, the process should be one which is consistent with the objectives and regulations of the school system. Experience in the Thai system of administration has demonstrated that normally unofficial directions were given in order to pave the way for some person or persons to take advantage of the outcome. Besides, if any unexpected incident occurs due to the implementation of the unofficial directions, the administrator will be left to assume the responsibility alone. However, since personalities count more in Thailand than in the West, Thai administrators often conduct their administrative programs by means of unofficial directions taken from some senior government officials. The purpose of this item, then, is to investigate reactions of the Thai educational administrators concerning this administrative problem.

Item 12: To request that the schools prevent involvement of the pupils in the planning of instructional programs and other school activities.

This statement is also professionally unfavorable. Normally, participation in decision-making encourages a disposition on the part of members of the organization willingly to make effective contributions to the organizational program. School pupils are members of the school and also clients to receive the school services. They have the right to make their wants known so that the school may provide services that suit their needs. It is, therefore, desirable to let the pupils or their representatives participate in the planning of instructional programs or other school activities concerned with learning experiences of the pupils.

Item 13: To assume leadership in the establishment of a provincial special school for slow-learning or handicapped children.

It is generally accepted that equality is a basic principle of democracy; and if every man is to have an equal chance, he must have access to relatively equal opportunity to improve his capacities. Education is one of the most important means which can make it possible for Thailand to approach this ideal. Equal educational opportunity, then, must be given to everyone. But it is obvious that everyone does not have equal ability. Slow-learning or handicapped children are the ones with ability widely differing from that of normal children. If we treat slow-learning or handicapped children and other normal children alike by placing them in the same school, we deny opportunity to both. The appropriate method to cope with this problem is to establish a special school for slow-learning or handicapped children. In Thailand, even though some programs in favor of slow-learning or handicapped children have been implemented by both the national government and some private foundations, many provinces do not obtain the privilege. It is the responsibility of the provincial school superintendent to assume leadership in the establishment of a special school for slow-learning or handicapped children in his own province.

Item 14: To hold a contest of art objects created by school pupils at least once a year.

Art practices which permit pupils to work with concrete materials have been introduced into the Thai schools for many decades, but the art education program is still going on in a slow process. Interests of the pupils in improving these activities have not yet been sufficiently motivated. If the provincial school superintendent will assume leadership in the arrangement for an annual school art contest and exhibition in the province, the pupils may be indirectly encouraged to make some progress in their art education. The Ministry of Education has supported this idea by holding a school art contest and exhibition in Bangkok annually, but few other provinces follow the idea at the present time.

Item 15: To promote music appreciation of the pupils through musical lecture-tour programs with the cooperation of the Provincial Audio-Visual Education Unit.

Similar to art education, the course in music appreciation also lacks sufficient attention of the Thai educational administrators. Moreover, since the Thai people do not sign or play any musical instrument while they pray in the Thai Buddhist churches on the Buddhist sabbath day, normally the Thai people find less chance to participate in or enjoy music than the people in the West. As music halls or theaters are rare in the rural areas of the country, the Thai people find almost no chance at all to enjoy music. In order to give an opportunity to the people and in order to motivate the pupils to pay more attention to their music education, the provincial school superintendent may have to initiate the musical lecture-tour programs for various communities within his province occasionally. A request for cooperation to carry out this policy may be made to the Provincial Audio-Visual Education

Unit which has already been established in the provincial school superintendent's office. The purpose of this item is to observe reactions of the Thai educational administrators.

Item 16: To assume leadership in the establishment in the schools of accident prevention and safety education programs which would be suitable for local conditions of the province.

In a rapidly changing society like several countries in the West, accidents rank high on the list of the main causes of death among persons of all ages. In the United States, in the age group from one to 24 years, accidents rank as the number-one killer.[41] Thailand, at the present time, is one of the fast growing countries in Asia. It is, then, necessary for Thailand to be prepared for the situation by the arrangement of some programs of safety education in the schools. Even though school instruction on safety education has been suggested in the national school curriculum, practices in this area of study seem to be unattended. More attention of the Thai educational administrators to this problem is likely to be appropriate.

Item 17: To request that the schools study local health problems and instruct their pupils in how to solve them.

Health education and the instruction of community health problems are required for all the schools in Thailand to carry out, but experience asserts that few schools pay attention to the instruction in terms of practice. No schools seem to do any field study on community health problems. The responses of the Thai administrators to this item may display some clues for the future role of the provincial school superintendent.

Item 18: To assume leadership in the preparation of the detailed course of study, suitable for local needs, for specific use of the province.

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[41] A. E. Florio and G. T. Stafford, Safety Education (New York: McGraw-Hill Book Co., 1962), p. 3.

In practice, the preparation of curricula and syllabi in Thailand is done by the Department of Educational Techniques of the Ministry of Education. No individual provinces take any part in the preparation. It is believed that the Thai teachers and the Thai administrators in the provinces expect the Ministry of Education to prepare everything for them concerning the school curricula and syllabi. The Ministry of Education recently delegated some power to its regional education inspectors to serve as promoters of the preparation of the detailed course of study for the regions. This change seems not to help individual provinces to have curricula that are suitable for their specific needs, because the regional education inspectors' vision of the functions of the curricula in terms of instruction is narrow. They do not have direct control over provincial schools and lack close contact with the instructors. This item may bring some clue for the role of the provincial school superintendent.

Item 19: To evaluate at least once a year, school instruction in some grade level with a standard test of the province which does not interfere with the final tests of the schools.

Evaluation of the educational program or school instruction is the heart of the modern program of instructional improvement. School administrators, teachers, and supervisors should take the point of view that nothing in the educational program is fixed or final. All aspects of the program are subjected to analysis and change for improvement; the organization of the school; the organization of the instructional program; the methods of teaching, reporting, evaluating, and determining pupil progress; the content of the learning program; the time schedule; the procedure of staff meetings, the procedure of parent meetings; the study and utilization of community resources; and any other aspect of it. The evaluation may take a number of forms, but for the most important aspect, the school instruction, the use of a standardized test or a teacher-made test to be used as a standard test for all schools in the province is necessary. The same test used by the central office to check the outcome of school instruction in some grade level in all schools may help the provincial school superintendent discover the problems associated with instruction in each school, and appropriate corrective measures may be suggested.

Item 20: To assume leadership in the conduct of research on education in the province and the publication of its findings.

The main purpose of research is a critical search for solutions to the problems that jeopardize the conduct of the educational program. It helps all school personnel find some ways to improve the program. It is, then, necessary for the provincial school superintendent to play a leadership role in the conduct of educational research in his province. When the research has been performed, it is appropriate to publish the report of its findings so that other people in the same profession may have access to its use.

Item 21: To assume leadership in the improvement of reading instruction by requesting the Provincial Educational Supervisory Unit to supervise reading instruction and reading tests in all elementary schools as a special case.

Reading is one of the critical issues confronting elementary education in Thailand. Experience has shown that many Thai elementary pupils do not read effectively. They read very slowly, and many of them have to read aloud in order to understand what they are reading. After some time they form a habit of slow and loud reading which may impede their progress in higher classes. Special attention of the provincial school superintendent should be given to this matter.

Item 22: To extend the supervisory services of the Provincial Educational Supervisory Unit to schools of all categories existing in the province.

According to the information obtained from the interviews with and the reports from some Thai former provincial school superintendents, the existing provincial educational supervisory unit of the office of the provincial school superintendent does not provide supervisory services to all schools in the province. It is interested only in elementary schools. High schools, vocational schools, and teacher training schools seem to be beyond the supervision and control of the provincial school superintendent. This situation is not professionally favorable. If the office of the provincial school superintendent does not include personnel qualified enough to supervise other schools besides the elementary schools, the provincial school superintendent actually needs immediate help. In order to speed educational development in the provinces, recruitment of qualified personnel for the provinces is critically important. This item intends to investigate reactions of the Thai educational administrators concerning the extension of supervisory services of the provincial educational supervisory unit.

Item 23: To call a meeting of teachers and other related personnel at the end of every school year to evaluate the application of the curriculum and the compulsory textbooks.

As already described under Item 19 above, evaluation of the educational program is the heart of the modern program of instructional improvement. Evaluation of the application of the curriculum and the compulsory textbooks is necessary for the investigation of effectiveness of teaching and learning. In a sense, the curriculum and the textbooks are developed and prepared on the basis of some hypotheses whose efficacy needs to be tested. The teachers who apply the curriculum and the textbooks and the practitioners of the curricular contents may serve as the best informants for the curricular and textbook development committee. Even though in Thailand the school curriculum and the textbooks are prepared and issued by the Ministry of Education, recommendations from the provincial teachers may help a great deal in their improvement.

Item 24: To delegate the responsibility of visiting all schools, including private schools, to other personnel.

The above statement is professionally unfavorable. Visiting schools for supervision is a traditional function of the provincial school superintendent. Some provincial school superintendents may think that visiting all schools by themselves is impossible. This is not true if they plan to visit them in a period of two or three years. In Thailand, the school personnel are impressed for a long time by a visit of the provincial school superintendent himself only once in the period of several years. School visitation does not imply only supervisory visits for the purpose of rating school efficiency, but it means a demonstration of interest of the provincial school superintendent in what the school personnel are doing, how they make their progress, and what services they need from the central office of the provincial school superintendent. Moreover, the provincial school superintendent cannot be an instructional leader unless he knows what is going on in the schools. School visitation is, then, an important function of the provincial school superintendent. This does not imply that other personnel cannot be authorized to visit the schools. The provincial school superintendent may delegate the authority of school visitation to other personnel, but he cannot avoid visiting all the schools himself and cannot avoid the responsibility for this important function.

Item 25: To select the textbooks to be required for compulsory use in the province from the list of textbooks authorized by the Ministry of Education with his own knowledge and experience only.

The above statement is professionally unfavorable. A democratic provincial school superintendent does not depend only on his own knowledge and experience in getting his job done, no matter how qualified his educational background is. The school system is not a one-man army. At the heart of the school superintendent's program of leadership for all aspects of educational administration is his working with individual school personnel or groups of school personnel and other people concerned. Selection of the textbooks should be done at the suggestion of a special committee which is composed of school principals, teachers, and other specialists.

C. Personnel Administration (Items 28-42)

The task of personnel administration as stated in the following 15 items is concerned with the provincial school superintendent's functions of obtaining, developing, and improving personnel. In other words, the items deal with problems of recruitment, promotion, demotion, transfer, leaves of absence, welfare, training, and development of personnel. School personnel includes administrative personnel, teaching personnel, and supporting personnel. Since the supporting personnel are rarely employed in the Thai school system (almost no school buses, no secretaries, no teaching assistants, but some maintenance personnel who do not play very important roles in the operation of the Thai school system), for the special purpose of this study concentration of all the 15 items is on the administrative and teaching personnel.

Item 28: To hold a provincial teacher convention once a year for professional development and for the social meeting of teachers.

Since school personnel, like other human beings, may become people of habit in the course of day-to-day role performance, there is a continuing need for in-service personnel development. An annual teacher convention is one of the in-service training instruments. The convention may take the school personnel away from their jobs for a while, but the social meeting of personnel of the same profession and the exchange of opinions concerning their experiences may bring about professional development and improved performance upon return. It is, then, desirable for the provincial school superintendent to assume leadership in the arrangement for an annual teacher convention in the province.

Item 29: To conduct an orientation program at the beginning of every school year for new teachers and those who are newly transferred into the province.

An orientation program for new teachers and other school personnel who are newly transferred into the province is a form of induction into a social system, with its formal and informal organization, its purposes and procedures, its functions and responsibilities, its rights and duties attached to other units in the province, and the various expectations that help define the new staff personnel's role. The activities which can be incorporated into an orientation program should be appropriate to the local situation of the province and to the means existing for providing assistance to the newcomers. In Thailand, however, the Thai administrators have not yet been convinced of the need for this program. The orientation program seems to be only an ideal that is difficult to approach. This item may bring about some clues for defining the future role of the provincial school superintendent.

Item 30: To prepare an official teacher's handbook, for free distribution to all teachers, which will explain the provincial systems of education and administration and introduce the administrative personnel of the province.

The personnel handbook or teacher's handbook is a helpful device for imparting information concerning the provincial system of education, the provincial system of government and administration, the provincial policies, legislation, rules and regulations, the provisions for participation in policy development, the administrative personnel of the province, and all other areas where communication is essential for the promotion of a better understanding between the central offices and the school personnel. However advantageous the handbook may be for the school personnel, this device has not yet been applied in Thailand. The purpose of including this item in the opinionnaire was to obtain the reactions of Thai administrators on the desirability of such a handbook.

Item 31: To select teachers to fill vacant teaching positions without the involvement of the school principals.

The above statement is professionally unfavorable. As already discussed under Item 25 above, the success of the provincial school superintendent's conduct of his administrative functions depends upon how he works with individual school personnel or groups of school personnel and other people. To fill vacant teaching positions in any schools, the provincial school superintendent or the personnel officer of his office should consult the school principals. This concept follows the fact that the new teachers have to work in close relation with the school principals whose wants should be recognized if effectiveness of the educational program is to be achieved from effective cooperation.

Item 32: To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.

In Thailand, normal practices of educational administration are highly centralized. The provincial school superintendent does not have the power to permit any teacher a leave of absence for study. But he has the power of recommendation. Without his approval or recommendation, teachers are seldom permitted such leave. When teachers have been permitted leave for study, they may return to their provinces or may not, depending on decisions of the central authorities in Bangkok. No problems would be involved in this matter if the employing province could recruit new teachers to replace those who are leaving. But as the leaving teachers still receive full payment from the salary schedules of the province, in actuality there are no vacant positions to fill. This situation seems to be disadvantageous for the employing province and seems to be against the new policy of "decentralization" which was recently announced by the Thai government.[42] According to the general principle of a fair play of administration, the leaving teachers are supposed to return to the province which has paid them throughout the time of their study after completion of the program. In this case, the purpose of their study should suit the needs of their province, and the provincial school superintendent should reserve the right to recommend permission for teachers' leave for study only when the major fields of their study suit the needs of the province. This item serves as a general survey of reactions of the Thai administrators in this matter.

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[42] Government of Thailand, The Transferring of Some Categories of Elementary Schools to the Provincial Administration Organization Act of 1966, loc. cit.

Item 33: To encourage the schools to provide a social party for recreation of their teachers from time to time.

In a Western democratic society, it is not uncommon for superior officials of an organization to invite their subordinate officials to join their social parties as invited guests, and vice-versa. In Thailand, junior officials can hardly enjoy that privilege. There is always a gap between senior and junior officials. An occasional social party provided by the school may bring senior and junior officials together and may pave the way for better informal relationships later on. This contention assumes that effective educational administration requires a level of performance which goes beyond regulations and routines designed for status quo operation, and beyond the absence of friendly and informal relationships between the superior and the subordinate. The researcher contends that the introduction of informal and friendly relations between the senior and junior staff members may produce a great deal of change in the methods of personnel administration in Thailand.

Item 34: To evaluate the performance of teachers, in considering their promotion, without cumulative performance records of individual teachers.

The above statement is professionally unfavorable. In promoting any personnel, either through salary increment or the awarding of a higher rank in the civil service ranking system, the provincial school superintendent should evaluate the performance of the personnel and decide the promotion on the basis of the evaluation. The adequacy of the performance deserving the rewards should be a function of the congruence of role expectation and performance in the school system. To achieve this goal, the expectation for the role should be clearly known by both the provincial school superintendent or the school administrator and the role incumbent. In addition, the record of the performance should be available. Without this device, charges of "subjectivity" and "favoritism" may be expected, and discouragement among the school personnel may dominate the school system.

Item 35: To publish a monthly newsletter informing the teachers of all schools of movements in education.

Obviously, communication is central to the exercise of authority. Communication in an organization normally has a twofold aspect: communications flow to the decision center to provide the basis for decision, and the decision must be communicated to those who carry out the decision. A monthly newsletter is one of several instruments of communication that will keep the personnel on the operation level informed of all movements in education and the expectations for their roles. In Thailand, this device has not as yet been widely used. This item is to explore the opinions of the Thai administrators concerning the publication of a monthly newsletter by the provincial school superintendent which may be expected as one of his roles.

Item 36: To provide a sight-seeing tour to the teachers to broaden their experiences at least once a year.

Thai teachers have little chance to travel. Many of them do not even know what other districts within their own province look like. When their world of experience is narrow, a low standard of performance can be expected. If a sight-seeing tour service is provided by the provincial school superintendent annually, at least once every year some teachers may have a chance to broaden their experience. It is possible that the experience obtained from the tour may influence the teachers to appreciate their own community more than they usually do. The sight-seeing tour service provided by the provincial school superintendent may affect the role behavior of the teachers favorably.

Item 37: To hold a training seminar on professional education for the teachers in the province every summer.

All teachers in Thailand enjoy the privilege of having almost two months of summer vacation with full pay every year. Few programs have been operated by individual provinces to make use of the summer. Since it is obvious among the Thai administrators that the teachers still need some more training to develop their educational background, a training seminar on professional education during the summer may be helpful for the teachers. This type of seminar is being carried out in Bangkok and a few other provinces by the Ministry of Education, but many other provinces do not have the privilege, and thousands of teachers cannot afford to travel to join the seminar in the more favored provinces. If the provincial school superintendent assumes leadership in the arrangement of the training seminar in each province during the summer, the teachers in each province may have a chance to participate in a seminar. Within a decade most Thai teachers may be properly developed.

Item 38: To read significant professional journals on education regularly.

It is generally accepted that reading is a good instrument of self-development. The provincial school superintendent should also develop himself through reading. However, the Thai provincial school superintendents seem to find no time for self-reading, even though there are many professional journals on education written in the Thai language by Thai educators available for him free of charge. This item intends to investigate reactions of the Thai administrators.

Item 39: To act alone in rewarding or punishing the government teachers in the province.

Information obtained from the interviews and reports of some Thai former provincial school superintendents reveals that the Thai provincial school superintendents complain that they do not have sufficient power of reward and punishment and accordingly do not obtain proper compliance with their directions from the teachers. It is reported that since the provincial governor and the district officer have more power over the teachers than the provincial and district school superintendents, the teachers tend to pay more attention to the expectations of the provincial governor and the district officer than to those of the school superintendents. As a matter of fact, the actual power of reward and punishment over the government teachers in Thailand belongs to the Ministry of Education. All the provincial administrators have only the power of recommendation. The provincial governor, as chief executive of the province, may have more power than the others; and the district officer, as chief administrator of the district, may have more power than the district school superintendent. But concerning the teachers or other school personnel, the administrative tradition and the statute law require the provincial governor and the district officer to act according to the recommendations of the provincial and district school superintendents. This situation goes along with the principle of checks and balances in government. If the provincial school superintendent possessed the absolute power, he would become a dictator. The statement in Item 39 above is, then, professionally unfavorable. It is included to examine reactions of the Thai educational administrators.

Item 40: To call a meeting of all school principals at least once a school term for the exchange of opinions and the evaluation of performance.

The provincial school superintendent and the school principals should meet as frequently as possible for the exchange of their opinions concerning the operation of the school programs and the evaluation of performance of the operators of the programs. In principle, the provincial school superintendent should also keep in close contact with all other educational administrators in the province so that he may know what is going on and what needs to be done in the province to improve the educational programs. Several former provincial school superintendents suggested that the meeting of all school principals at least once a school term should be appropriate. This item may yield some clues for the future role of the provincial school superintendent in this matter.

Item 41: To make a policy to recommend an equal "one-step" annual salary increment to all the government teachers.

The above statement is stated to suit the Thai salary system. It connotes the idea of annual automatic equal salary increment for everyone. The statement is the opposite of the so-called "merit pay" which implies the allocation of the salary rewards to personnel in similar positions with similar duties on the basis of differences in performance by those personnel. The researcher contends that the administrator who applies the "merit pay" policy may risk charges of "subjectivity" and "favoritism" which may jeopardize the morale of the personnel rather than encourage them to improve performance. This is because the "merit pay" depends solely upon how the performance is rated, and since the objective and reliable rating device has not yet been found, the personnel are at the mercy of their superior. Experience in the Thai civil service system seems to confirm that "favoritism" exists, and actual performance does not count much in the consideration of salary increment. The above statement of annual automatic equal salary increment for everyone is, then, regarded as professionally favorable. However, the item may reveal the opinions of the Thai educational administrators, at least to a certain degree.

Item 42: To recommend the transferring of any teacher who has worked in any school for several consecutive years, with a view to broadening his experience and promoting his innovation.

In Thailand, it is not uncommon for the government officials to be transferred from one place to another. This is not true for the teachers. As a matter of fact, school personnel, like other human beings, may become people of habit in the course of their daily role performance for several consecutive years. The conception of their work space may shrink to the point where they no longer see their tasks in the broader educational context. It is unwise to keep such personnel in the same place. The transfer may help them become refreshed with new experience and new faces. This change may bring about some educational innovations in the role performance of the school personnel. This item may yield some clues for a definition of the future role of the Thai provincial school superintendent concerning this matter.

D. Business Administration and Services (Items 44-53)

This administrative task area is concerned with the managerial role of the Thai provincial school superintendent in providing funds, facilities, supplies, equipment, books and other instructional materials, and the services needed to facilitate instruction and necessary to maintain the well-being of the pupils and all school personnel. The following 10 items, like other items above, convey the idea of democracy and decentralization of administrative power to the provincial personnel.

Item 44: To assume leadership in the establishment of a center for school books and instructional materials which would be suitable for various curricular subjects of all grades for all the schools.

It is generally acknowledged that a well-equipped school library in every school is important and necessary for the pupils. A library with a certain degree of quality has been established in almost every school in Thailand. However, some motivating forces are still necessary for the improvement of a school library program. Supervisors, school principals, teachers, and other people may play an important role, but the venture is more likely to be successful if the provincial school superintendent is the prime mover. Since the policy of giving free textbooks and other instructional materials has not yet been applied in Thailand, a school library is more important in Thailand than it normally is elsewhere. A school library should also serve as a treasury of textbooks and other instructional materials so that pupils from poor families who cannot afford them may have equal opportunity to use the textbooks and other instructional materials. In order to support each school, the provincial school superintendent should establish a central library or a center for textbooks and instructional materials, suitable for all grades, in his office, for use of all schools. This center may serve as a beginning step toward the goal of free textbooks and instructional materials if the Thai administrators would accept the idea. This item may reveal some reactions of the Thai administrators concerning this matter.

Item 45: To make every effort to prevent the spending of the money made from the annual school fair for other purposes than those concerned with school affairs.

Some Thai former provincial school superintendents reported that the money that the school received from the profits of the school fair which was held annually in the province was often spent for other purposes than those concerned with school affairs. The provincial authorities who requested the share of the money took the point of view that the money from the profit of a school fair was easy money, unitemized in the budget, which could be spent for any unanticipated projects. This practice seems to be disadvantageous on the part of the school because the school personnel and the pupils invest their time, energy, and even money in the operation of the school fair for the main purpose of allocating some money for use in the school affairs. As chief executive of the school system, the provincial school superintendent should make every effort to prevent such a practice.

Item 46: To assume leadership in the establishment of the faculty club for amphur (district) school teachers in one of the schools in each amphur.

In Thailand almost all provinces are rural communities. Places of public recreation where school teachers can attend for some enjoyment after school are rare, or almost unavailable. The only government official club available cannot provide services to all member government officials including the teachers. Besides, according to the traditional observation of seniority in the civil service ranking system among the Thai government officials, teachers, who generally hold low ranks, are uncomfortable while enjoying themselves in front of the provincial governor and other members of the provincial government in the club. If the provincial school superintendent intends to do everything within his power to keep his staff happy so that they may perform their roles effectively and efficiently, he should attempt to arrange a special place such as a faculty club for his teachers. In this case, the provincial school superintendent may arrange a site for the building within a school compound, one for each district may be appropriate, and may allocate some financial support for the construction of the building and its operation.

Item 47: To assist the private school teachers in the establishment or operation of the provincial association of private school teachers.

Private school teachers seem to be forgotten members of the teaching profession, even though their role performance in educating children cannot be regarded as less important than that of the public school teachers. The Ministry of Education has supported the private school teachers in Bangkok in the establishment of an association of their own, but the provincial school superintendents in other provinces have not yet done anything to follow the idea. It is hard for the private school teachers in other provinces under the present political situation to establish the provincial private school teacher associations without the support or approval of the provincial school superintendent offices. The provincial school superintendent may have to assume leadership in the arrangement for the establishment of the provincial private school teacher association if he wishes to extend his services and influence to every member of the teaching profession in his province.

Item 48: To arrange a free physical examination at least once a year for all the teachers.

The researcher contends that health services to a certain degree should be provided by the office of the provincial school superintendent to all his staff. Physical examination once a year, as part of the health services, seems to be appropriate. Experience confirms that Thai teachers do not have periodic physical examinations. They may be unable to afford the doctors' fees or not prudent enough to protect their health. In either case, it is not favorable for the school system, which must be responsible for the prevention of communicable diseases from the teachers to the pupils. The provincial school superintendent is in the position to request a free physical examination for his staff from the provincial public hospital or other existing sources.

Item 49: To arrange to have educational psychologists in the office of the provincial school superintendent to provide advisory services on pupils' psychological problems to the schools.

School health programs are not complete unless advisory services on pupils' psychological problems are provided. Every school cannot afford to employ an educational psychologist of its own, due to shortage of funds, but the provincial school superintendent has the power to arrange a central office of educational psychologists to provide advisory services to all schools at the expense of his office. Due to a lack of reliable statistical evidence, it would seem that pupils in Thailand have few psychological problems. But experience asserts that no small number of young men have been rejected for military services because of physical or psychological health deficiencies, and that a number of candidates for the Thai government scholarship grants for further study abroad have been disapproved on the grounds that they reveal psychological instability. Besides, few will deny that psychological problems are among the many critical problems that prevent students everywhere from succeeding in their studies. It is, then, appropriate for the provincial school superintendent to assume leadership in arranging to have some educational psychologists in his office to provide advisory services to all schools in his province.

Item 50: To assume leadership in the establishment of a provincial private foundation for the awarding of scholarship grants, in addition to the government scholarship programs, to poor but excellent pupils.

Since approximately 85 per cent of the Thai people are engaged in agriculture, and the per capita national gross product is approximately only 96 U.S. dollars,[43] even though the average family income is not exactly or uncertainly known, it may be reasonable to assume that the Thai people do not earn much cash money. According to the educational statistics of the year 1962, approximately 92 per cent of the elementary school pupils did not continue their secondary education which starts in Grade 8.[44] One of the many reasons for this situation may be that they cannot afford the expenses of secondary education. There should be a great number of children among the pupils who cannot continue their study in secondary education that might become excellent pupils if they only had a chance to be admitted into the secondary schools. The government scholarship programs in operation at the present time cannot provide sufficient grants to these poor but excellent pupils. It is the responsibility of the provincial school superintendent to allocate money from the private sector to support these programs. The establishment of a provincial private foundation to award scholarship grants to poor but excellent pupils may be very helpful for the national development of manpower in Thailand.

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[43] Harbison and Myers, op. cit., p. 47.

[44] B. Attagara, Studies on Population, Health, Nutrition, Food and Agriculture, Education, Social Welfare, and Man Power (Bangkok, Thailand: Songserm Archeep Publishing House, 1964), p. 174.

Item 51: To arrange a free physical examination at least once a year for all the pupils.

Provision for an annual free physical examination of the pupils as part of the school health service programs may be even more important than such an arrangement for the teachers as explained under Item 48, because the pupils are the clients that the school is supposed to serve. However, both the school personnel and the pupils should have an annual free physical examination if the Thai educational administrators wish to accept the school health service programs as part of the school services.

Item 52: To give a helping hand to the schools in arranging of anything convenient for the pupils to go to and to return from their schools according to local necessity.

In Thailand at the present time, there are no such facilities as school transportation provided by the public schools or the office of the provincial school superintendent. In some remote rural areas, pupils have to walk more than two miles to their schools. In other areas, the pupils have to go to school by boat. Roads and canals in many areas are not efficient and not convenient for any transportation. If the provincial school superintendent cannot provide transportation services, some arrangements should be made with the existing private corporations to operate the program at the expense of the school system. If this cannot be done due to shortage of funds or other reasons, at least provision for some type of transporting convenience, according to local necessity, should be explored.

Item 53: To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.

Concerning the allocation of local taxes for the provincial educational budget in Thailand, the deputy director-general of the Department of Local Administration of the Ministry of Interior told the members of the conference of all Thai deputy governors and provincial school superintendents held in March 1967 that the Ministry of Interior had decided to have 25 per cent of local taxes appropriated for provincial education and that there would be no direct taxation for provincial education.[45] In the United States, the information obtained from the interviews with some school superintendents in the Bay Area in California revealed that no school districts in this area allocated less than 50 per cent of their local taxes for public education and that it was common to levy taxes on property for education. James[46] found that in the United States there were three major determinants of educational expenditures: (1) expectations for educational services, (2) financial ability to support education, and (3) governmental arrangements which facilitated or constrained the expression of expectations and access to resources. The researcher contends that the comparatively low percentage of local taxes allocated for provincial education in Thailand may be also explained by James' rationale: (1) the Thai people concerned do not expect a high standard of educational services; (2) the provincial government assumes that the people in the province do not have the financial ability to support education through direct taxes; and (3) the governmental arrangements in the Thai system of educational administration do not permit public expression of their expectations for educational services, do not permit citizen participation in decisions, and do not let the educational policy makers have access to the financial resources. Another reason that may explain the situation in Thailand is that the provincial government probably expects the provincial school system to receive continuous financial support from the national government and probably sees no reason to allocate more provincial resources to support provincial education. As a matter of fact, this situation seems to demonstrate that the provincial government tends to disregard the national policy of "decentralization" of educational administrative authorities to the province. It is, then, the responsibility of the provincial school superintendent, as chief executive of provincial education, to attempt to relieve the financial burden of the national government and accordingly to be somewhat independent of financial control of the national government by making every effort to request as high a percentage of local taxes for provincial educational development as possible. However, this item may yield some clues of reactions of the Thai administrators for the definition of the future role of the provincial school superintendent concerning the provincial educational budget.

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[45] Government of Thailand, Report on the Third Conference of Deputy Governors and Provincial School Superintendents (Bangkok, Thailand: Ministry of Interior, Department of Local Administration, March, 1967).

[46] H. Thomas James, James A. Kelly, and Walter I. Garms, Determinants of Educational Expenditures in Large Cities of the United States (Stanford, California: School of Education, Stanford University, 1966), pp. 24-34.

2. Translation and Reliability of Translation

As previously stated under Section IV-5, all the opinionnaire items were constructed in English first and then, after approval of the research advisors, were translated into Thai with a view to minimizing the error of misunderstanding by the Thai respondents. The revision of the final form was done with the same procedure. In order to check the reliability of the translation of the final form before administration, two Thais, who had more than five years of experience in the United States as professors of the Thai language at the Defense Language Institute, Presidio of Monterey, Monterey, California, were asked to translate the Thai version back into English separately. The results were compared with the original English version. This procedure also helped to clarify the language used in the Thai language form.

3. Format of the Final Opinionnaire

Since a self-report opinionnaire method was selected as an instrument of data gathering for this study, one of the greatest problems facing the researcher was respondent motivation. Every effort had to be made to elicit the same cooperation from each respondent that the researcher could not see face-to-face as he would receive if he used the interview method. Thus, it was incumbent upon the researcher to design the opinionnaire from beginning to end with the respondent motivation in mind.

In construction and revision of the final items, each statement was written in a brief and precise manner. The format of the final opinionnaire was the same as described in Section IV-8. A new elitetype Thai typewriter was used to type the original copy before reproduction by the offset printing device at Stanford Photocopy Reproduction Services. All copies were then bound as booklets with attractive light blue front and back covers.

The explanation and directions were clearly stated immediately inside the front cover. First was a brief indication of the purpose and nature of the study. The respondent was informed that this study was not designed to test his or her professional knowledge. Rather, it was a general survey of professional judgments and opinions pertaining to the roles of the Thai provincial school superintendents. It was made clear that the term "provincial school superintendent (suksatikarnchangwad)" in this study implied the ideal provincial school superintendent and not any particular individual in any particular province. In the directions, the respondent was asked to make one judgment on each particular function of the Thai provincial school superintendent as stated in the opinionnaire item. The respondent was requested to make such judgment on the basis of his or her own perception of the ideal provincial school superintendent and not on his or her knowledge of how other people might judge. It was emphasized that sincere expression of the respondent's own opinion was most important. In order to maintain the anonymous nature of the study, the respondent was asked not to sign his or her name on the opinionnaire.

In order to provide the respondent with every possible convenience, each opinionnaire was enclosed with a return envelope affixed with the necessary Thai air-mail postage stamps. The envelope was addressed to the researcher in the United States. This was also to guarantee that the researcher would be the only one who received the return, and thus the respondent's identity, which might be discovered by any clue, would be kept confidential.

To motivate the respondent further, three letters accompanied the final opinionnaire, i.e., the letter from the researcher introducing himself as an old boy of the Ministry of Education, as he had served in various departments of that ministry for several years, and for the few years before he left the country he had served as a special lecturer in the in-service training seminars for the provincial governors and other administrators of the Ministry of Interior, and two other letters endorsing the study -- one from the Rector of Chulalongkorn University, who also held the positions of Deputy Prime Minister and Minister of Interior in the Thai Government, and another from the Under-Secretary of State for Education.

4. Administration of the Final Opinionnaire and Collection of the Data

All the materials were sent from the United States to the Director of Division of Educational Planning of the Ministry of Education, who took charge of the forward mailing to each subject in Thailand. This procedure was used to save expenses of mailing separate packages from the United States to the subjects in Thailand by air-mail. However, the returns were air-mailed from the respondents directly to the researcher in the United States.

As indicated in Section III, the subjects in this study were the total number of 71 provincial school superintendents, 71 provincial governors, and 72 selected senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. During the time of the final opinionnaire distribution, one senior administrator position was vacant and one senior administrator, who held the position of a department director-general, was seriously ill in a hospital. The final opinionnaire forms were then distributed to 71 provincial school superintendents, 71 provincial governors, and 70 senior administrators. A follow-up was conducted by sending a personal letter from the researcher calling attention to the opinionnaire four weeks after the distribution. The Under-Secretary of State for Education supported the follow-up by attaching his own letter to the researcher's letter, emphasizing the importance of this study and the need for the returns. Termination of the data gathering took place four weeks after the two follow-up letters had been mailed to all the subjects.

A total of 212 opinionnaire forms were distributed to the three groups of subjects indicated above. The number of returns received was 185, or 87.26 per cent of all sent. The highest percentage of returns came from the provincial school superintendents, a total of 63 out of 71, or 88.73 per cent of all of them. The next high percentage of returns came from the senior administrators, a total of 61 out of 70, or 87.14 per cent of all the forms sent to them.

In spite of the sensitive political situation in various provinces in Thailand throughout the time of this study and the heavy burden of responsibility to maintain political stability in the provinces, high cooperation was also received from the provincial governors, who returned 61 out of 71, or 85.92 per cent, of the opinionnaires which had been sent to them. One of the returns from the provincial governors was, however, incomplete and had to be rejected as two pages of the opinionnaire were left unanswered (which might be because the pages stuck together). One returned form had two items checked twice and two other forms each had two items unchecked. It was decided to code such items as "uncertain." There were, then, 184 or 86.79 per cent of all final opinionnaire forms sent left for analysis in this study.

The postmarks on the envelopes of the returns indicated that all the 71 provinces of Thailand were represented in this study. The locations of the provinces of the respondents are shown in Table 4 and Figure 2. The information supplied by the respondents revealed that among the senior administrators cooperating in the study, by expressing their opinions through the opinionnaire, were all seven (100 per cent) selected senior administrators of the Department of Local Administration of the Ministry of Interior, 11 (91.67 per cent) of all the 12 regional education inspectors, and 43 (86 per cent) of the 50 selected senior administrators working in the Ministry of Education in Bangkok. These senior administrators held the positions ranging from the Division Chiefs and higher up to the Under-Secretary of State. Most of the subjects were not interested in revealing the levels of their education and their in-service training. Few of them reported the number of years of their experience in the positions. It was, therefore, decided not to discuss the personal data of the subjects in this study.

5. Reliability of the Final Opinionnaire

The responses in the returned opinionnaire were coded with the scoring method as indicated under Section IV-9 above. The scores were then punched onto IBM cards to make the data ready for the computer, IBM 360/67. The computer language used in this study was the FORTRAN H. All the data programming and processing was done by a professional programmer at Stanford Computation Center.

The reliability of the final opinionnaire was determined by the split-half method, by correlating scores on the odd-numbered items with those on the even-numbered items. The reliability coefficient computed by this technique was .84, and when corrected by a Spearman-Brown formula the final opinionnaire reliability was found to be .91.[47]

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[47] Allen L. Edwards, Statistical Methods for the Behavioral Sciences, op. cit., p. 147, and p. 177 (formula for the coefficient of correlation and a Spearman-Brown formula for correction).

TABLE 4

THE PROVINCES OF THE RESPONDENTS IN THE FINAL STUDY

Educational Region	Province	Superintendent	Provincial Governor	Regional Education Inspector
1	Nakornpathom	*	*	*
	Bangkok	*	*	
	Tonburi	*	*	
	Nontaburi	-	*	
	Patoomtani	*	*	
	Smootprakarn	-	*	
	Smootsakorn	*	*	
2	Yala	*	*	*
	Patani	*	*	
	Naratiwaas	*	*	
	Stool	*	*	
3	Songkhla	*	*	*
	Pataloong	*	*	
	Nakornseetamaraj	*	*	
	Surastani	-	*	
	Choomporn	*	*	
4	Pooket	*	*	*
	Trung	*	*	
	Krabee	*	-	
	Pung-nga	-	*	
	Ranong	*	*	
5	Rajburi	*	*	*
	Petburi	*	*	
	Prajuabkirikhan	*	*	
	Kanjanaburi	*	*	
	Supanburi	*	-	
	Smootsongkram	*	*	
6	Lopburi	*	-	*
	Ayuthya	-	*	
	Aangtong	*	*	
	Singburi	*	*	
	Saraburi	*	*	
	Chainat	*	*	
	Utaitani	*	-	
7	Pitsnulok	*	*	*
	Nakornswon	*	*	
	Utradit	*	*	
	Pigit	*	*	
	Kampangpet	*	*	
	Su-khotai	*	*	
	Tak	*	*	
	Petchaboon	*	-	
8	Chiengmai	*	*	*
	Chiengrai	-	*	
	Lampang	*	*	
	Lampoon	*	*	
	Prae	*	*	
	Nan	*	*	
	Maehongsawn	*	*	
9	Udorntani	*	*	*
	Nongkai	*	-	
	Loey	*	*	
	Khonkaen	*	-	
	Sakonnakorn	*	-	
10	Ubonrajtani	*	*	*
	Roi-ed	*	*	
	Mahasarakaam	-	*	
	Kalasin	*	*	
	Nakornpanom	*	-	
11	Nakornrajsima	*	-	-
	Chaiyapoom	*	*	
	Burirum	*	-	
	Surin	*	*	
	Seesaket	*	*	
12	Chachoengsao	*	*	*
	Prajinburi	*	*	
	Cholburi	-	*	
	Jantaburi	*	*	
	Ra-yong	*	*	
	Traad	-	*	
	Nakornnayok	*	*	

Note: Two returns had unclear postmarks, one from a provincial school superintendent and another from a provincial governor. Two more returns came after termination of data collection and were not included in the study. The asterisk represents a respondent.

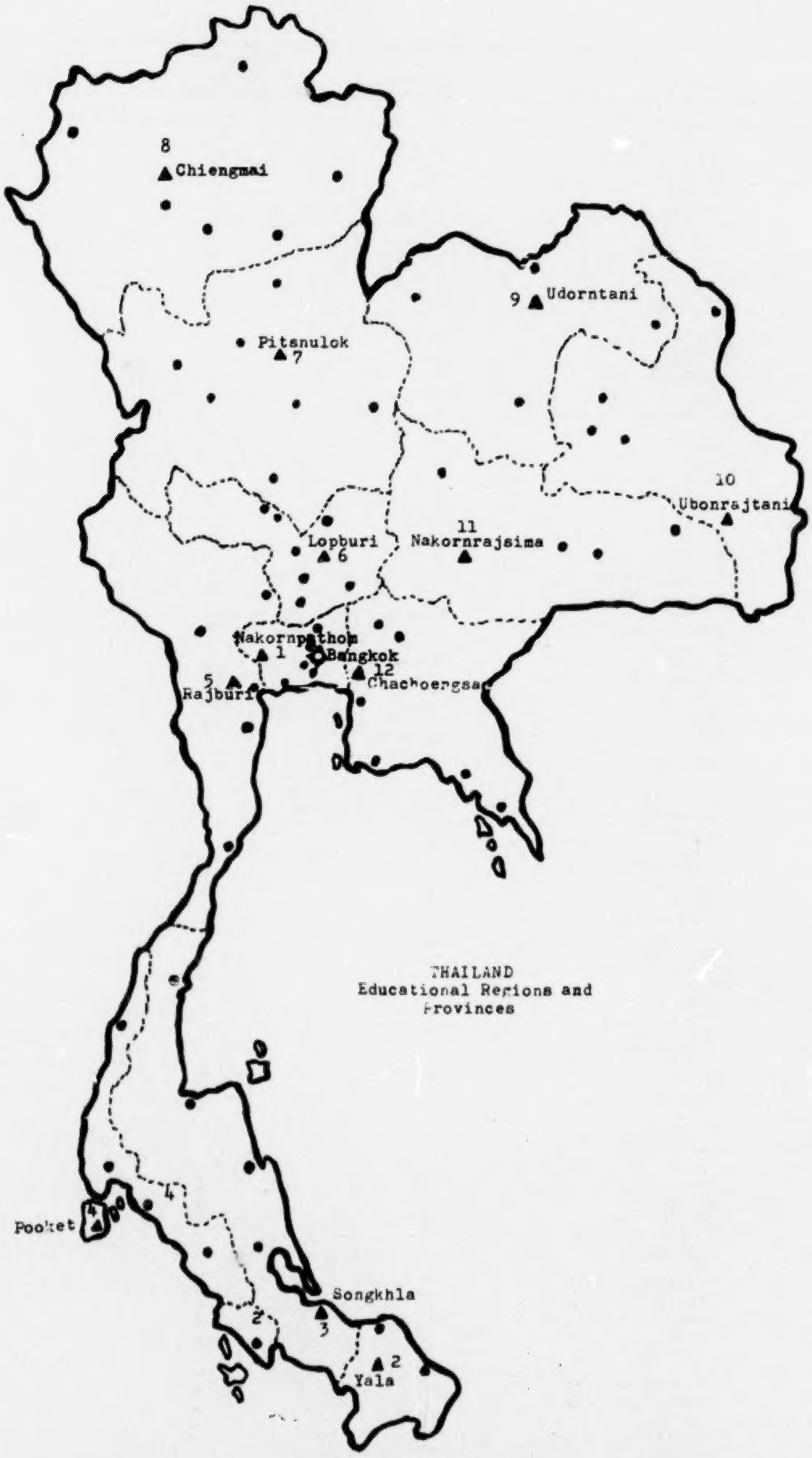
8
Chiengmai
9
Udorntani
Pitsnulok
7
10
Ubonrajtani
11
Nakornrajsima
Lopburi
6
Nakornpathom
1
Bangkok
12
Chachoengsa
5
Rajburi
THAILAND
Educational Regions and
Provinces
4
Pooket
4
Songkhla
3
2
2
Yala

FIGURE 2 -- A MAP OF THAILAND SHOWING EDUCATIONAL REGIONS AND LOCATIONS OF PROVINCES OF THE RESPONDENTS

6. Correlations of Administrative Task Area Subscores with Total Scores

Since items were drawn from different administrative task areas, and total scores of the whole instrument were used for statistical analysis, it was expected that if the scores were to be meaningful, subscores of the administrative task areas should agree with total scores. Such correlations were computed by the computer and the results found indicated that they ranged from .65 to .89. These correlation coefficients are listed in Table 5.

TABLE 5

CORRELATION COEFFICIENTS OF
ADMINISTRATIVE TASK AREA SUBSCORES
WITH TOTAL SCORES

Administrative Task Area	r
Community Relations	.65
Instruction and Curriculum	.89
Personnel Administration	.83
Business Administration and Services	.82

7. Item Discriminating Powers of the Final Opinionnaire Found from the Data in the Final Study

As the analysis of data in this study was done by each item, and in order to assure the adequacy of the final research instrument, the same procedure of item analysis to determine the item-discriminating powers (as applied to the pretest form to select appropriate items for the final form, previously indicated under Section V-7) was used once again but with the final data from the final subjects. In other words, this procedure was conducted to display the potential of each item of the final opinionnaire in discriminating the subjects who obtained high total scores from the subjects who obtained low total scores in the final study. The discriminating powers of the items in the final form are listed in Table 6.

TABLE 6

ITEM DISCRIMINATING POWERS OF THE FINAL OPINIONNAIRE FOUND FROM THE DATA IN THE FINAL STUDY

Note: t = the power of the item in discriminating the subjects who obtained high total scores from the subjects who obtained low total scores

P = the probability of having t-value this large or larger by chance (df = ∞)[48]

Item No.	t	P
1	1.961	.05
2	3.595	.01
3	5.285	.01
4	7.358	.01
5	5.083	.01
6	7.120	.01
7	7.331	.01
8	5.819	.01
9	5.125	.01
10	1.589	.20
11	3.905	.01
12	3.994	.01
13	7.210	.01
14	9.588	.01
15	5.287	.01
16	9.554	.01
17	7.936	.01
18	8.340	.01
19	7.656	.01
20	10.291	.01
21	5.544	.01
22	10.491	.01
23	11.511	.01
24	4.004	.01
25	4.793	.01
28	8.213	.01
29	7.164	.01
30	7.104	.01
31	5.169	.01
32	1.418	.20
33	4.547	.01
34	6.410	.01
35	8.708	.01
36	6.052	.01
37	8.928	.01
38	6.894	.01
39	2.710	.01
40	6.974	.01
41	3.818	.01
42	2.214	.05
44	8.647	.01
45	4.927	.01
46	2.566	.02
47	4.083	.01
48	9.329	.01
49	8.665	.01
50	8.006	.01
51	8.642	.01
52	7.269	.01
53	5.722	.01

[48] *Ibid*., p. 501 (table of t-values).

VII. STATISTICAL METHOD FOR DATA ANALYSIS

As previously indicated, the main purpose of this study was to investigate the perceptions and expectations for the roles of the Thai provincial school superintendents held by three groups of Thai administrators, provincial school superintendents and two of their influential groups, provincial governors and senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. It was hypothesized that significant differences existed among the perceptions and expectations for such roles held by these three groups of administrators. However, for ease of analysis, seven null hypotheses that no significant differences existed were developed and stated under Section I in this chapter.

The analysis to test the indicated null hypotheses treated the data in four ways:

First, the basic statistics of the total scores obtained by the total subjects and by each group, i.e., range, median, mean, and standard deviation, were found to show how the subjects responded to the opinionnaire as a whole.[49] Then, the total scores of the total subjects were presented in a frequency distribution graph in comparison with that of each group.

Secondly, to determine the intergroup consensus or to test the null hypothesis 1 which stated that no significant differences existed among the perceptions and expectations for the roles of the provincial school superintendents held by the three subject groups, the technique of analysis of variance was applied. This technique decided the statistically significant differences among the means of the total scores, as well as those among the means of the scores of individual items, obtained by the three subject groups. Differences were accepted as significant when the F-value had a chance probability equal to or less than .05.

The following formulas were used in preparing the data for the computer, IBM 360/67:[50]

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[49] Ibid., Chapters 3, 4, and 5.

[50] Allen L. Edwards, Statistical Methods for the Behavioral Sciences, op. cit., pp. 316-321.

The Total Sum of Squares:

$$\sum_{1}^{n} (X - \bar{X})^2 = \sum_{1}^{n} X^2 - \frac{(\sum_{1}^{n} X)^2}{n}$$

where

$\sum_{1}^{n} (X - \bar{X})^2$ = total sum of squares

X = raw score

$\sum_{1}^{n}$ = summation over all $n = n_1 + n_2 + n_3$

and n = number of subjects

The Sum of Squares within Groups:

The sum of squares within groups $= \sum_{1}^{k} \sum_{1}^{n_i} (X - \bar{X}_i)^2$

where

n_i = number of subjects in the i^{th} group

$\bar{X}_i$ = mean of the i^{th} group

k = number of groups

The Sum of Squares between Groups:

The sum of squares between groups $= \sum_{1}^{k} n_i(\bar{X}_1 - \bar{X})^2$

where

$\bar{X}$ = mean of the combined groups

The Degree of Freedom:

For the total sum of squares $df = n - 1$

For the sum of squares within groups $df = k(n_i - 1)$

For the sum of squares between groups $df = k - 1$

Within each group $df = n_i - 1$

The Mean Squares:

$$\text{The mean squares within groups} = \frac{\text{Sum of squares within groups}}{\text{df within groups}}$$

$$\text{The mean squares between groups} = \frac{\text{Sum of squares between groups}}{\text{df between groups}}$$

The F-Test of Significance:

$$F = \frac{\text{Mean squares between groups}}{\text{Mean squares within groups}}$$

Thirdly, in order to test the null hypotheses 2, 3, and 4 that no differences existed between the perceptions of the provincial school superintendents for their roles and the expectations of each of their two influential groups for the same roles and between the expectations of the two influential groups themselves, t-tests were computed. Differences between each pair of the means were accepted as statistically significant when the t-value had a chance probability equal to or less than .05. The degrees of freedom for the t-values of independent groups were equal to $N_1 + N_2 - 2$. The formula used was as follows:[51]

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{s_w^2/N_1 + s_w^2/N_2}}$$

---

[51] George A. Ferguson, Statistical Analysis in Psychology and Education (2nd ed.; New York: McGraw-Hill Book Co., Inc., 1966), p. 167.

where

$\bar{X}$ = mean

s_w^2 = within-group variance

N = number of subjects

In the fourth kind of analysis, to determine the intragroup consensus within each group of subjects or in order to test the null hypotheses 5, 6, and 7 that no significant differences of preceptions and expectations for the roles of the provincial school superintendents existed within each of the subject groups, histograms showing the frequency distribution of responses to the items of the final opinionnaire were applied. According to the conceptualization of Gross, Mason, and McEachern in their study of roles of the superintendents of schools in Massachusetts, there was a perfect consensus if all the responses fell in only one response category.[52] As this extreme was not expected in this study, the standard deviation of the scores of each item obtained by each subject group was used as a measure of degree of intragroup consensus. Perfect consensus was indicated by the standard deviation score of zero, and a high degree of consensus by a low standard deviation score. The standard deviation scores of all items permitted a rank order of items with respect to the degree of consensus.

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[52] Gross, Mason, and McEachern, op. cit., p. 105.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

As previously reported, a total of 212 opinionnaire forms were distributed to the three selected groups of administrators in Thailand.[1] The number of returns received was 185 (87.26%) of all the forms sent. It was found that one of the returns was incomplete and had to be rejected as two consecutive pages of the opinionnaire were left unanswered. The usable returns contained the responses from 63 (88.73%) of all the 71 provincial school superintendents, 60 (84.51%) of all the 71 provincial governors, and 61 (84.72%) of all the 72 selected senior administrators. Thus, a total of 184 (86.79%) of all the opinionnaire forms sent, or 85.98 per cent of all the 214 subjects selected under Section 3 in Chapter II, were used as the basic data for statistical analysis in this study.

I. THE ANALYSIS OF INTERGROUP CONSENSUS

1. A Frequency Distribution of Total Scores

The total scores obtained by all the 184 Thai administrators ranged from a minimum of 116 to a maximum of 191, where the perfect total score of all the 50 items of the final opinionnaire was designed to be 200. The median score for all the subjects was 153. The mean score was 154.96 with a standard deviation of 14.09.

The 63 provincial school superintendents in Group 1 obtained the total scores ranging from a minimum of 128 to a maximum of 187. The median score for all these provincial school superintendents was 154. The mean was 156.52 with a standard deviation of 13.42.

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[1] The total number of subjects selected under Section III in Chapter II was 214, but two of these were unavailable during the distribution of the final opinionnaire forms.

The total scores obtained by the 60 provincial governors in Group 2 ranged from a minimum of 116 to a maximum of 181. The median score for this group was 148.50. The mean was 149.10 with a standard deviation of 12.51.

the 61 senior administrators in Group 3 obtained the total scores ranging from a minimum of 125 to a maximum of 191. The median score for these senior administrators was 156. The mean was 158.30 with a standard deviation of 14.54.

A frequency distribution of total scores obtained by all 184 subjects in comparison with a frequency distribution of total scores obtained by the subjects in each group was presented in Figure 3. The basic statistics, i.e., range, median, mean, and standard deviation, of total scores are presented in Table 7.

TABLE 7

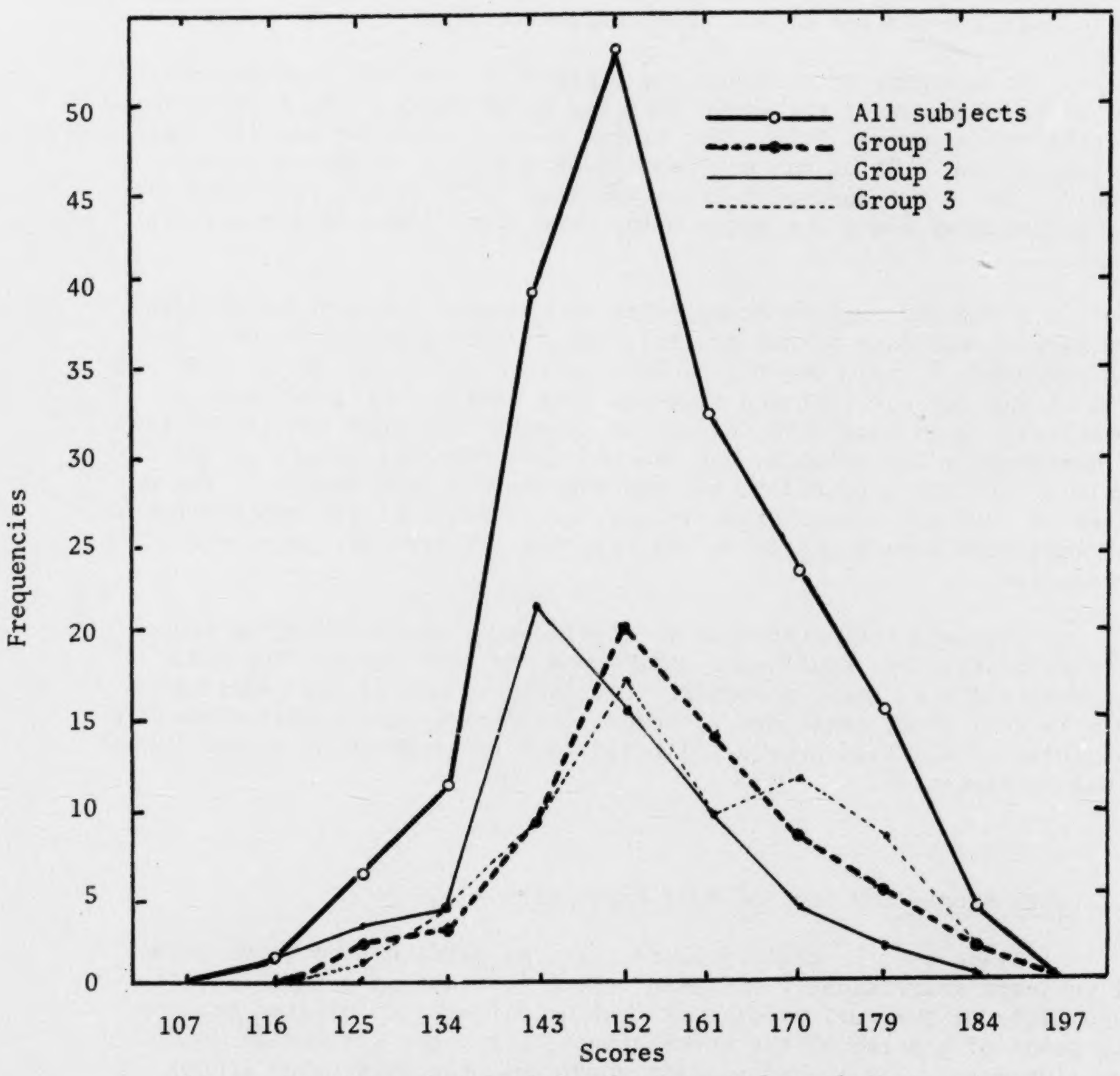
RANGE, MEDIAN, MEAN, AND STANDARD DEVIATION OF TOTAL SCORES

Subjects	Number	Range	Median	Mean	Standard Deviation
Group 1	63	128-187	154.0	156.52	13.42
Group 2	60	116-181	148.5	149.10	12.51
Group 3	61	125-191	156.0	158.30	14.54
Total	184	116-191	153.0	154.69	14.09

Note: Group 1 = Provincial school superintendents
Group 2 = Provincial governors
Group 3 = Senior administrators

2. Total Scores and Test of Null Hypothesis 1

Under Section I in Chapter II, the null hypothesis 1 stated that no significant differences existed among the perceptions and expectations or judgments for the roles of the provincial school superintendents held by all three groups: the provincial school superintendents, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry



Note: Group 1 = Provincial school superintendents
Group 2 = Provincial governors
Group 3 = Senior administrators

FIGURE 3 -- A FREQUENCY DISTRIBUTION OF TOTAL SCORES OBTAINED BY ADMINISTRATORS IN THE FINAL STUDY

of Interior. Table 7 above shows the number of subjects, the mean, and the standard deviation of the total scores obtained by each group.

An analysis of variance was applied to test the significance of the differences among the above reported group means. The F-value found by this technique was 7.75. The tabled F-value with two and 181 degrees of freedom was 4.75 at one per cent level and 3.06 at five per cent level.[2] Since the derived F-value exceeded 4.75, it was concluded that the differences among the three means were significant at one per cent level.

A further test of homogeneity of variance was made by dividing the largest variance by the smallest one.[3] This gave an F of 1.35. The table of F in a one-tailed test gave the value of F as 1.87 and 1.56 at the one per cent and five per cent levels of significance respectively, with 60 and 59 degrees of freedom. In this two-tailed test of homogeneity of variance, the one and five per cent points in the table of F corresponded to the two and ten per cent levels.[4] The derived F did not exceed these values; accordingly it was concluded that the variances were homogeneous and that the F test for means was appropriate.

The data indicated that the differences among the group means were statistically significant at the one per cent level. The null hypothesis 1 was, then, rejected. The three groups of Thai administrators in this study exhibited different perceptions and expectations for the roles of the Thai provincial school superintendents as stated in the final opinionnaire.

3. Total Scores and Test of Null Hypothesis 2

Since the F test revealed that the means of the three groups of subjects statistically differed, the t-test was used to determine the tenability of the null hypotheses that no differences existed between the means of any two of the three groups, i.e., the provincial school superintendents and the provincial governors, the provincial school superintendents and the senior administrators, and the provincial governors and the senior administrators, over all the 50 items of the opinionnaire as a whole.

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[2] Allen L. Edwards, Statistical Methods for the Behavioral Sciences, op. cit., p. 507.

[3] Ibid., pp. 327-328.

[4] Ibid., p. 328 (footnote).

The null hypothesis 2 stated that no significant differences existed between the perceptions or judgments the provincial school superintendents held of their own roles and the expectations or judgments that the provincial governors held for the same roles. The mean for the provincial school superintendents was found to be 156.52 with a standard deviation of 13.42, and the mean for the provincial governors was 149.10 with a standard deviation of 12.51. A t-test was applied to determine the significance of the difference between these two means. The t-value was found to be 3.149. This value with 121 degrees of freedom was significant at the one per cent level.[5] Since the t-test assumed that the variances between the two groups were homogeneous, a test of homogeneity of variance was made. The F-value was found to be 1.15. In a two-tailed test of homogeneity of variance by interpolation, the tabled value of F, with 62 and 59 degrees of freedom, was 1.87 and 1.56 at the two per cent and ten per cent levels of chance probability, respectively.[6] The derived F did not exceed these values; accordingly it was concluded that the variances were homogeneous and that the t-test for the two means was appropriate.

Thus, the data indicated that the difference between the mean of the total scores obtained by the provincial school superintendents and the mean of the total scores obtained by the provincial governors was significant at the one per cent level. The null hypothesis 2 was, then, rejected. These two groups of Thai administrators demonstrated different perceptions and expectations for the roles of the provincial school superintendents as stated in the opinionnaire.

4. Total Scores and Test of Null Hypothesis 3

The null hypothesis 3 stated that no significant differences existed between the perceptions or judgments the provincial school superintendents held of their own roles and the expectations or judgments that the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior held for the same roles. The mean for the provincial school superintendents was found to be 156.52 with a standard deviation of 13.42, and the mean for the senior administrators was 158.30 with a standard deviation of 14.54. A t-test was employed to test the significance of the difference between these two means. The t-value was found to be 0.699. This value, with 122 degrees of freedom, was not statistically significant. The F-test of homogeneity of variance was applied.

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[5] *Ibid.*, p. 501.

[6] *Ibid.*, pp. 271-273, and p. 507.

The F-value found was 1.17 which was not statistically significant. It was then concluded that the variances between these two groups were homogeneous and that the use of the t-test was appropriate.

Since the difference of the two means was not statistically significant, the null hypothesis 3 was tenable and accepted. Thus, it was concluded that there were no statistically significant differences between the perceptions of the provincial school superintendents and the expectations of the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior for the roles of the provincial school superintendents as stated in the opinionnaire as a whole.

5. Total Scores and Test of Null Hypothesis 4

It was hypothesized under the null hypothesis 4 that no significant differences existed between the expectations or judgments the provincial governors held for the roles of the provincial school superintendents and the expectations or judgments that the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior held for the same roles. The mean for the provincial governors was found to be 149.10 with a standard deviation of 12.51, and the mean for the senior administrators was 158.30 with a standard deviation of 14.09. A t-test was employed to test the significance of the difference between these two means. The t-value found was 3.700 which was significant at one per cent level with 119 degrees of freedom. The F-test of homogeneity of variance was applied to determine the appropriateness in the application of the t-test. The F-value was found to be 1.35, which was not statistically significant. It was then concluded that the variances between the two groups were homogeneous and that the application of the t-test was appropriate.

The data indicated that the difference between the two means was statistically significant at the one per cent level. The null hypothesis 4 was rejected. There were, thus, statistical differences between the expectations the provincial governors held for the roles of the provincial school superintendents and the expectations that the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior held for the same roles.

Table 8 shows the results of the F- and t-tests applied to the total scores obtained by each group of the subjects.

TABLE 8

RESULTS OF THE F- AND t-TESTS APPLIED TO THE TOTAL SCORES

$F_{1, 2, 3}$	=	7.75**
$t_{1, 2}$	=	3.149**
$t_{1, 3}$	=	0.699
$t_{2, 3}$	=	3.700**

Note: F = value of the analysis of variance
t = value of the t-test
** = significant at .01 level
(no asterisk) = not significant
1 = Group 1: provincial school superintendents
2 = Group 2: provincial governors
3 = Group 3: senior administrators

6. Scores of Individual Items and Tests of Null Hypotheses 1-4

Even though the null hypotheses 1-4 could be tested by the analysis of total scores as reported above, the similarities and differences of the perceptions and expectations for the roles of the provincial school superintendents which were discovered did not identify the precise functions stated in individual items that yielded such consensus or conflict. What the total scores demonstrated was only the collective trend of judgments found in the opinionnaire as a whole. An analysis of scores of individual items in this section permitted comparisons of all groups and between groups to be made for certain functions stated in individual items. The mean and standard deviation scores obtained by all three groups combined and by each group separately are presented in Table 9. The mean scores on individual items as obtained by each group were demonstrated in Figure 4. In addition to the mean and standard deviations scores, F-ratios (to test the null hypothesis 1) and t-ratios (to test the null hypotheses 2-4) are given in Table 10. The null hypotheses were accepted when the F- or t-values were not statistically significant, and they were rejected when the F- or t-values were significant at the chance probability level equal to or less than .05.

TABLE 9

MEAN AND STANDARD DEVIATION SCORES OBTAINED BY THAI ADMINISTRATORS ON INDIVIDUAL ITEMS

Note: $\bar{X}$ = mean
s = standard deviation
t = total subjects

1 = Group 1: provincial school superintendents
2 = Group 2: provincial governors
3 = Group 3: senior administrators

(minimum score = 0; maximum score = 4)

Item	$\bar{X}_t$	s_t	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	s_1	s_2	s_3
1	2.94	0.97	3.22	2.53	3.03	0.77	1.06	0.92
2	3.50	0.53	3.41	3.55	3.53	0.58	0.50	0.50
3	2.76	0.99	2.89	2.60	2.79	0.98	1.04	0.93
4	3.51	0.63	3.62	3.38	3.51	0.52	0.71	0.64
5	3.52	0.72	3.75	3.15	3.64	0.44	0.87	0.65
6	3.53	0.58	3.44	3.53	3.61	0.66	0.53	0.52
7	3.57	0.60	3.49	3.52	3.69	0.66	0.53	0.59
8	3.23	0.61	3.32	3.03	3.33	0.59	0.71	0.47
9	3.67	0.61	3.73	3.63	3.66	0.65	0.48	0.68
10	1.59	1.14	1.61	1.53	1.62	1.15	1.13	1.15
11	3.29	0.63	3.25	3.30	3.33	0.64	0.49	0.72
12	2.85	0.93	3.32	2.22	2.98	0.53	1.07	0.74
13	3.20	0.71	3.21	3.05	3.33	0.74	0.81	0.54
14	3.39	0.61	3.30	3.40	3.46	0.68	0.52	0.59
15	2.99	0.63	2.98	3.00	3.00	0.70	0.52	0.65
16	3.37	0.62	3.35	3.27	3.49	0.62	0.68	0.53
17	3.50	0.55	3.56	3.45	3.48	0.50	0.62	0.53
18	3.40	0.68	3.51	3.32	3.38	0.53	0.67	0.79
19	3.22	0.67	3.35	3.03	3.26	0.69	0.66	0.60
20	3.44	0.60	3.49	3.27	3.54	0.59	0.63	0.56
21	3.23	0.69	3.21	3.23	3.25	0.76	0.53	0.76
22	3.42	0.59	3.43	3.32	3.53	0.61	0.59	0.56
23	3.41	0.61	3.40	3.33	3.49	0.58	0.57	0.67
24	2.53	1.08	2.54	2.48	2.57	1.14	1.12	0.97
25	3.39	0.62	3.54	3.15	3.46	0.61	0.54	0.64
28	3.35	0.59	3.35	3.37	3.34	0.65	0.48	0.62
29	3.46	0.62	3.40	3.43	3.56	0.68	0.53	0.64
30	3.20	0.60	3.11	3.15	3.33	0.57	0.57	0.65
31	2.87	0.88	2.95	2.63	3.02	0.70	0.89	0.98
32	2.11	1.08	2.11	2.13	2.10	1.09	0.99	1.14
33	2.87	0.76	2.68	2.93	3.00	0.83	0.63	0.77
34	3.04	0.63	3.18	2.78	3.15	0.58	0.69	0.57
35	3.26	2.59	3.33	3.08	3.34	0.64	0.56	0.54
36	3.06	0.58	3.11	2.97	3.10	0.57	0.55	0.62
37	3.29	0.50	3.30	3.21	3.36	0.49	0.45	0.54
38	3.59	0.51	3.70	3.38	3.67	0.46	0.55	0.47
39	2.70	1.01	2.56	2.65	2.90	1.08	1.00	0.90
40	3.23	0.64	3.25	3.13	3.30	0.76	0.46	0.64
41	0.91	0.77	1.06	0.95	0.72	0.89	0.69	0.66
42	2.34	0.93	2.19	2.53	2.30	0.89	0.88	0.98
44	3.21	0.64	3.19	3.00	3.43	0.71	0.58	0.53
45	3.22	0.73	3.18	3.07	3.41	0.70	0.79	0.64
46	2.31	0.94	2.40	2.08	2.44	0.85	0.95	0.98
47	2.84	0.73	2.81	2.75	2.95	0.71	0.70	0.78
48	3.32	0.58	3.27	3.26	3.43	0.70	0.51	0.50
49	3.17	0.61	3.21	3.13	3.16	0.67	0.53	0.61
50	3.38	0.61	3.38	3.32	3.43	0.65	0.53	0.64
51	3.36	0.61	3.35	3.25	3.49	0.65	0.60	0.56
52	3.28	0.57	3.27	3.22	3.34	0.60	0.49	0.60
53	2.92	0.99	3.27	2.38	3.10	0.74	0.97	1.00

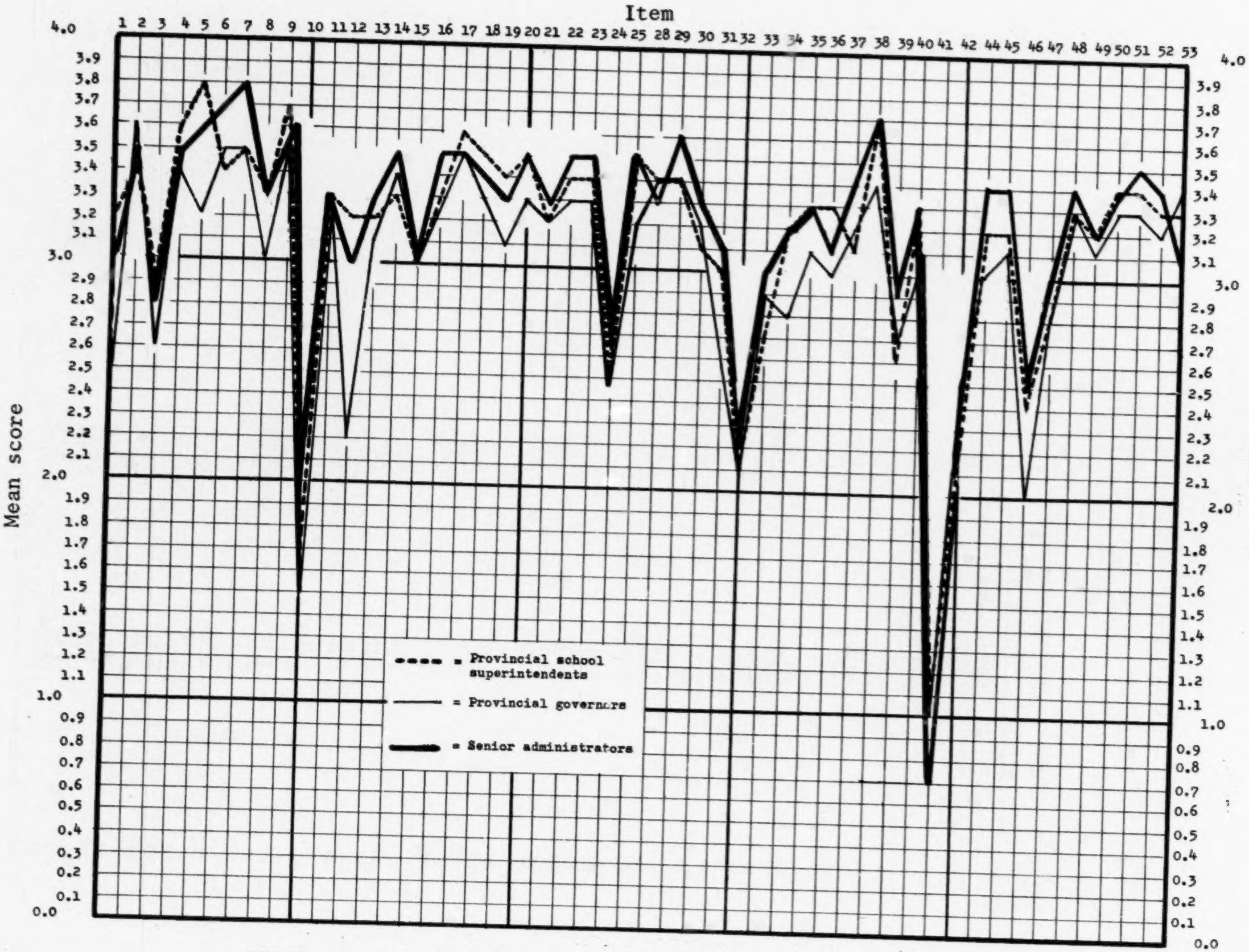

FIGURE 4 -- MEAN JUDGMENTS OF 50 ITEMS BY THAI ADMINISTRATORS

TABLE 10

RESULTS OF THE F AND t TESTS APPLIED TO SCORES OF INDIVIDUAL ITEMS

F = value of the analysis of variance
t = value of the t test
* = significant at .05 level
** = significant at .01 level
(no asterisk) = not significant

1 = Group 1: provincial school superintendents
2 = Group 2: provincial governors
3 = Group 3: senior administrators

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$
1	8.98**	4.091**	1.232	2.745**
2	1.17	1.398	1.142	0.278
3	1.34	1.576	0.592	1.037
4	2.14	2.080*	1.047	1.005
5	13.31**	4.719**	1.058	3.459**
6	1.21	0.817	1.507	0.759
7	1.99	0.231	1.732	1.719
8	4.71*	2.401*	0.108	2.675**
9	0.42	0.936	0.621	0.209
10	0.12	0.414	0.019	0.429
11	0.22	0.444	0.599	0.247
12	29.65**	7.138**	2.870**	4.561**
13	2.34	1.112	1.044	2.215*
14	1.06	0.894	1.367	0.578
15	0.01	0.142	0.130	0.000
16	2.05	0.696	1.364	2.010*
17	0.61	1.033	0.860	0.241
18	1.29	1.734	1.068	0.450
19	3.77*	2.572*	0.742	1.987*
20	3.63*	2.035*	0.471	2.511*
21	0.05	0.228	0.288	0.105
22	1.86	1.025	0.905	1.967*
23	1.03	0.609	0.838	1.395
24	0.11	0.275	0.179	0.472
25	7.02**	3.709**	0.710	2.838**
28	0.02	0.169	0.043	0.219
29	1.11	0.331	1.343	1.153
30	2.27	0.376	1.968*	1.591
31	3.35*	2.179*	0.413	2.224*
32	0.02	0.118	0.063	0.179
33	3.05	1.876	2.190*	0.518
34	7.61**	3.385**	0.261	3.154**
35	3.83*	2.291*	0.102	2.596**
36	1.14	1.427	0.119	1.230
37	1.26	0.991	0.628	1.573
38	7.48**	3.411**	0.313	3.077**
39	1.96	0.500	1.925	1.444
40	1.05	1.064	0.326	1.586
41	3.24*	0.785	2.425*	1.847
42	2.20	2.127*	0.617	1.392
44	7.28**	1.623	2.089*	4.206**
45	3.62*	0.791	1.939	2.600**
46	2.64	1.909	0.275	2.023*
47	1.20	0.465	1.048	1.483
48	1.51	0.029	1.436	1.729
49	0.22	0.666	0.367	0.293
50	0.48	0.595	0.387	1.017
51	2.42	0.879	1.302	2.279*
52	0.77	0.539	0.688	1.279
53	16.03**	5.643**	1.072	3.957**

Null hypothesis 1 stated that no significant differences existed among the perceptions and expectations or judgments for the roles of the provincial school superintendents held by all three groups: the provincial school superitendents (Group 1), the provincial governors (Group 2), and the senior administrators of Ministry of Education and the Department of Local Administration of the Ministry of Interior (Group 3). From Table 10 there are 35 items (70 per cent of all the opinionnaire items) indicating that null hypothesis 1 was tenable. There were no statistically significant differences among the judgments on 35 functions of the provincial school superintendents made by the three groups of Thai administrators. These functions were stated in the following 35 opinionnaire items, arranged in rank order of F-values with the minimum F-values on the top.

Functions on Which the Thai Administrators in the Study Exhibited Consensus in Their Expectations

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 15: To promote music appreciation of the pubils through musical lecture tour programs with the cooperation of the Provincial Audio-Visual Education Unit.

Item 32: To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.

Item 28: To hold a provincial teacher convention once a year for professional development and for the social meeting of teachers.

Item 21: To assume leadership in the Improvement of reading instruction by requesting the Provincial Educational Supervisory Unit to supervise reading instruction and reading tests in all elementary schools as a special case.

Item 24: To delegate the responsibility of visiting all schools, including private schools, to other personnel.

Item 10: To invite anyone with potential to support provincial educational affairs in spite of his or her personal background.

Item 11: To conduct educational administration by means of unofficial directions taken from senior government officials of the province.

Item 49: To arrange to have educational psychologists in the office of the provincial school superintendent to provide advisory services on pupils' psychological problems to the schools.

Item 9: To make every effort to cultivate the reading habits of rural people.

Item 50: To assume leadership in the establishment of a provincial private foundation for the awarding of scholarship grants, in addition to the government scholarship programs, to poor but excellent pupils.

Item 17: To request that the schools study local health problems and instruct their pupils in how to solve them.

Item 52: To give a helping hand to the schools in arranging of anything convenient for the pupils to go to and to return from their schools according to local necessity.

Item 23: To call a meeting of teachers and other related personnel at the end of their school year to evaluate the application of the curriculum and the compulsory textbooks.

Item 40: To call a meeting of all school principals at least once a school term for the exchange of opinions and the evaluation of performance.

Item 14: To hold a contest of art objects created by school pupils at least once a year.

Item 29: To conduct an orientation program at the beginning of every school year for new teachers and those who are newly transferred into the province.

Item 36: To provide a sightseeing tour service to the teachers to broaden their experiences at least once a year.

Item 2: To join major religious or traditional meetings of the public, even though such meetings do not concur with his own belief.

Item 47: To assist the private school teachers in the establishment or operation of the provincial association of private school teachers.

Item 6: To keep the public informed of all movement and progress of education in each amphur (district) in the province.

Item 37: To hold a training seminar on professional education for the teachers in the province every summer.

Item 18: To assume leadership in the preparation of the detailed course of study, suitable for local needs, for specific use in the province.

Item 3: To offer to lay people in the province a chance to participate in the formulation of educational policy of the province.

Item 48: To arrange a free physical examination at least once a year for all the teachers.

Item 22: To extend the supervisory services of the Provincial Educational Supervisory Unit to schools of all categories existing in the province.

Item 39: To act alone in rewarding or punishing the government teachers in the province.

Item 7: To ascertain the felt needs in education and vocation of each amphur (district) in the province before planning educational programs.

Item 16: To assume leadership in the establishment in the schools of accident prevention and safety education programs which would be suitable for local conditions of the province.

Item 4: To make every effort to have the classroom teachers visit the homes of all their pupils.

Item 42: To recommend the transferring of any teacher who has worked in any school for several consecutive years, with a view to broadening his experience and promoting his innovation.

Item 30: To prepare an official teacher's handbook, for free distribution to all teachers, which will explain the provincial systems of education and administration and introduce the administrative personnel of the province.

Item 13: To assume leadership in the establishment of a provincial special school for slow-learning or handicapped children.

Item 51: To arrange a free physical examination at least once a year for all pupils.

Item 46: To assume leadership in the establishment of the faculty club for *amphur* (district) school teachers in one of the schools in each *amphur*.

Item 33: To encourage the schools to provide a social party for recreation of all their teachers from time to time.

From Table 10, the F-values of 15 items (30 percent of the opinionnaire items) indicated that null hypothesis 1 was not tenable and had to be rejected since such values were significant at .01 or .05 chance probability level. This implied that the Thai administrators in this study exhibited conflicting perceptions and expectations for 30 per cent of the stated functions of the provincial school superintendents. These functions were stated in the following 15 opinionnaire items, arranged in rank order of F-values with the maximum F-values on the top.

Functions on Which the Thai Administrators in the Study Exhibited Conflict in their Expectations

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 12:	To request that the schools prevent involvement of the pupils in the planning of instructional programs and other school activities.
Item 53:	To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.
Item 5:	To request that the schools prevent involvement of parents in school affairs.
Item 1:	To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.
Item 34:	To evaluate the performance of teachers, in considering their promotion, without cumulative performance records of individual teachers.
Item 38:	To read significant professional journals on education regularly.
Item 44:	To assume leadership in the establishment of a center for school books and instructional materials which would be suitable for various curricular subjects of all grades for all the schools.
Item 25:	To select the textbooks to be required for compulsory use in the province from the list of textbooks authorized by the Ministry of Education with his own knowledge and experience only.
Item 8:	To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.

Item 35: To publish a monthly newsletter informing the teachers of all the schools of movements in education.

Item 19: To evaluate at least once a year, school instruction in some grade levels with a standard test of the province which does not interfere with the final tests of the schools.

Item 20: To assume leadership in the conduct of research on education in the province and the publication of its findings.

Item 45: To make every effort to prevent the spending of the money made from the annual school fair for other purposes than those concerned with school affairs.

Item 31: To select teachers to fill vacant teaching positions without the involvement of the school principals.

Item 41: To make a policy to recommend an equal "one-step" annual salary increment to all the government teachers.

The F-test furnished a comprehensive or overall test of the significance of the differences among means which assisted in the acceptance or rejection of the null hypothesis 1 as reported above. A significant F did not tell us which means differed significantly, but that at least one was reliably different from some others. Thus, a t-test was used to determine the difference between the two means; in other words, a t-test was applied to test each of the null hypotheses from 2 to 4. The t-values on individual items were presented in Table 10 above.

Null hypothesis 2 stated that no significant differences existed between the perceptions or judgments the provincial school superintendents (Group 1) held of their own roles and the expectations or judgments that the provincial governors (Group 2) held for the same roles. The t-test, applied to test the significance of the difference between the means of the two groups on individual items, indicated that of all the 50 functions of the provincial school superintendents stated in the opinionnaire only 14 functions (28) per cent of all functions stated in the opinionnaire) caused conflicting judgments between the two groups. The rest of them (72 per cent) supported the null hypothesis 2. These 14 functions, as stated in 14 items in the opinionnaire, were rearranged in rank order of their t-values with the maximum t-value (indicating maximum conflicting between the two groups) on the top, as follows:

Functions on Which the Provincial School Superintendents and the Provincial Governors Showed Conflict in Their Expectations

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 12: To request that the schools prevent involvement of the pupils in the planning of instructional programs and other school activities.

Item 53: To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.

Item 5: To request that the schools prevent involvement of parents in school affairs.

Item 1: To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.

Item 25: To select the textbooks to be required for compulsory use in the province from the list of textbooks authorized by the Ministry of Education with his own knowledge and experience only.

Item 38: To read significant professional journals on education regularly.

Item 34: To evaluate the performance of teachers, in considering their promotion, without cumulative performance records of individual teachers.

Item 19: To evaluate at least once a year, school instruction in some grade levels with a standard test of the province which does not interfere with the final tests of the schools.

Item 8: To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.

Item 35: To publish a monthly newsletter informing the teachers of all the schools of movements in education.

Item 31: To select teachers to fill vacant teaching positions without the involvement of the school principals.

Item 42: To recommend the transferring of any teacher who has worked in any school for several consecutive years, with a view to broadening his experience and promoting his innovation.

Item 20: To assume leadership in the conduct of research on education in the province and the publication of its findings.

Item 4: To make every effort to have the classroom teachers visit the homes of all their pupils.

Null hypothesis 3 stated that no significant differences existed between the perceptions or judgments the provincial school superintendents (Group 1) held of their own roles and the expectations or judgments that the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior (Group 3) held for the same roles. The data in Table 10 indicated that these two groups exhibited the least conflicting expectations. They showed conflicting judgments on only five functions or 10 per cent of all the functions of the provincial school superintendents stated in the opinionnaire. The rest of them (90%) supported the null hypothesis 3. These functions were listed in rank order of their t-values with the maximum t-values on the top, as follows:

Functions on Which the Provincial School Superintendents and the Senior Administrators Showed Conflict in Their Expectations

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 12:	To request that the schools prevent involvement of the pupils in planning of instructional programs and other school activities.
Item 41:	To make a policy to recommend an equal "one-step" annual salary increment to all the government teachers.
Item 33:	To encourage the schools to provide a social party for recreation of all their teachers from time to time.
Item 44:	To assume leadership in the establishment of a center for school books and instructional materials which would be suitable for various curricular subjects of all grades for all the schools.
Item 30:	To prepare an official teacher's handbook, for free distribution to all teachers, which will explain the provincial systems of education and administration and introduce the administrative personnel of the province.

Null hypothesis 4 stated that no significant differences existed between the expectations or judgments the provincial governors (Group 2) held for the roles of the provincial school superintendents and the expectations or judgments that the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior (Group 3) held for the same roles. The data in Table 10 demonstrated that these two groups exhibited the greatest conflicting expectations. They displayed conflicting judgments on 19 functions or 38 per cent of all the functions of the provincial school superintendents stated in the opinionnaire; the rest, or 62 per cent of them, supported the null hypothesis 4. These 19 functions were arranged in rank order of their t-values with the maximum t-values on the top, as follows:

Functions on Which the Provincial Governors and the Senior Administrators Showed Conflict in Their Expectations

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 12: To request that the schools prevent involvement of the pupils in planning of instructional programs and other school activities.

Item 44: To assume leadership in the establishment of a center of schoolbooks and instructional materials which would be suitable for various curricular subjects of all grades for all the schools.

Item 53: To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.

Item 5: To request that the schools prevent involvement of parents in school affairs.

Item 34: To evaluate the performance of teachers, in considering their promotion, without cumulative performance records of individual teachers.

Item 38: To read significant professional journals on education regularly.

Item 25: To select the textbooks to be required for compulsory use in the province from the list of textbooks authorized by the Ministry of Education with his own knowledge and experience only.

Item 1: To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.

Item 8: To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.

Item 45: To make every effort to prevent the spending of the money made from the annual school fair for other purposes than those concerned with school affairs.

Item 35: To publish a monthly newsletter informing the teachers of all the schools of movements in education.

Item 20: To assume leadership in the conduct of research on education in the province and the publication of its findings.

Item 51: To arrange a free physical examination at least once a year for all the pupils.

Item 31: To select teachers to fill vacant teaching positions without the involvement of the school principals.

Item 13: To assume leadership in the establishment of a provincial special school for slow-learning or handicapped children.

Item 46: To assume leadership in the establishment of the faculty club for *amphur* (district) school teachers in one of the schools in each *amphur*.

Item 16: To assume leadership in the establishment in the schools of accident prevention and safety education programs which would be suitable for local conditions of the province.

Item 19: To evaluate at least once a year, school instruction in some grade levels with a standard test of the province which does not interfere with the final tests of the schools.

Item 22: To extend the supervisory services of the Provincial Educational Supervisory Unit to schools of all categories existing in the province.

II. THE ANALYSIS OF INTRAGROUP CONSENSUS

1. Histograms and Tests of Null Hypotheses 5, 6, and 7

The intragroup consensus in this study implied consensus among all the provincial school superintendents, or among all the provincial governors, or among all the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. According to the design in this study, the determination of the intragroup consensus could be achieved by testing the following three null hypotheses which were previously stated under Section I in Chapter II:

Null Hypothesis 5: No significant differences existed among the perceptions or judgments the provincial school superintendents held of their own roles.

Null Hypothesis 6: No significant differences existed among the expectations or judgments the provincial governors held for the roles of the provincial school superintendents.

Null Hypothesis 7: No significant differences existed among the expectations or judgments the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior held for the roles of the provincial school superintendents.

In order to obtain responses expressing personal perceptions and expectations or personal judgments for the roles of the provincial school superintendents from the respondents, the response categories for each item in the opinionnaire were given as follows:

Strongly agree
Agree
Uncertain
Disagree
Strongly disagree

With this design, it was clear that if all the responses for an item fell into one category, there was perfect consensus. In order to analyze intragroup consensus with this recognition, the computer (IBM 360/67) was used to draw histograms from the raw scores showing the frequency distribution of percentages of responses of each group to each item in the opinionnaire. These histograms are presented in Appendix B. The data in the histograms indicated that there was not even one item for which the responses came near this extreme. It was, then, concluded that the null hypotheses 5, 6, and 7, as stated above, were rejected. No perfect consensus existed among all the provincial school superintendents, or among all the provincial governors, or among all the senior administrators in this study.

2. Identification of Intragroup Consensus among the Provincial School Superintendents

Histograms in Appendix B demonstrated that on some items the percentages of respondents were not distributed over the entire possible range; in other words, there were only two or three instead of five graphical bars in the histograms. In this case, a certain degree of intragroup consensus was indicated by a certain standard deviation score (low standard deviation indicated high consensus). Table 11 shows how the provincial school superintendents responded to all individual items in the opinionnaire. These items were listed in rank order of standard deviation scores obtained by this group, with the minimum standard deviation score (indicating highest intragroup consensus) on the top.

From Table 11, three items exhibited a moderate intragroup consensus among the provincial school superintendents, even though such consensus was not perfect in the histograms. The standard deviation scores were low, and the responses were not distributed to cover the entire range of the response categories. Only "strongly disagree" and "disagree" responses were selected for the professionally unfavorable statement, and only "strongly agree" and "agree" responses for the professionally favorable ones. These items were Item 5, Item 38, and Item 17. They were arranged in rank order of their standard deviation scores with the minimum standard deviation score, indicating maximum consensus, on the top, as follows:

Items with Highest Degree of Intragroup Consensus among the Provincial School Superintendents

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 5: To request that the schools prevent involvement of parents in school affairs.

Item 38: To read significantly professional journals on education regularly.

Item 17: To request that the schools study local health problems and instruct their pupils in how to solve them.

TABLE 11

DISTRIBUTION OF PERCENTAGES OF RESPONSES TO INDIVIDUAL ITEMS BY THE PROVINCIAL SCHOOL SUPERINTENDENTS

Note: Lowest standard deviation = Highest intragroup consensus

Item	Standard deviation	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %
5	.44	0	0	0	25.4	74.6
38	.46	69.8	30.2	0	0	0
37	.49	31.7	66.7	1.6	0	0
17	.50	55.6	44.4	0	0	0
4	.52	63.5	34.9	1.6	0	0
12	.53	0	0	3.2	61.9	34.9
18	.53	52.4	46.0	1.6	0	0
36	.57	20.6	71.4	6.4	1.6	0
30	.57	20.6	71.4	6.4	1.6	0
34	.58	0	1.6	4.8	68.3	25.3
23	.58	42.9	55.5	0	1.6	0
2	.58	44.4	54.0	0	1.6	0
8	.59	0	1.6	1.6	60.3	36.5
20	.59	52.4	46.0	0	1.6	0
52	.60	33.3	61.9	3.2	1.6	0
22	.61	49.2	44.4	6.4	0	0
25	.61	0	1.6	1.6	38.1	58.7
16	.62	41.2	54.0	3.2	1.6	0
11	.64	1.6	0	1.6	65.1	31.7
35	.64	41.3	52.3	4.8	1.6	0
51	.65	44.5	46.0	9.5	0	0
28	.65	41.3	55.5	0	3.2	0
9	.65	79.4	17.4	1.6	0	1.6
50	.65	46.0	47.0	4.8	1.6	0
6	.66	49.2	49.2	0	0	1.6
7	.66	54.0	44.4	0	0	1.6
49	.67	34.9	50.8	14.3	0	0
29	.68	47.6	47.6	1.6	3.2	0
14	.68	39.6	54.0	3.2	3.2	0
19	.69	44.4	49.2	3.2	3.2	0
48	.70	39.7	49.2	9.5	1.6	0
31	.70	0	6.4	7.9	69.8	15.9
15	.70	20.6	60.3	15.9	3.2	0
45	.70	30.2	61.8	3.2	4.8	0
47	.71	9.5	69.8	12.8	7.9	0
44	.71	31.7	60.3	3.2	4.8	0
13	.74	36.5	50.8	9.5	3.2	0
53	.74	44.4	38.1	17.5	0	0
40	.76	39.7	50.7	4.8	4.8	0
21	.76	36.5	52.4	6.3	4.8	0
1	.77	1.6	3.2	1.6	58.7	34.9
33	.83	9.5	63.5	12.7	14.3	0
46	.85	7.9	39.7	36.5	15.9	0
42	.89	4.8	36.5	31.7	27.0	0
41	.89	0	12.7	4.8	58.7	23.8
3	.98	27.0	49.2	11.1	11.1	1.6
39	1.08	4.8	17.5	9.5	54.0	14.2
32	1.09	3.2	50.8	4.8	36.4	4.8
24	1.14	1.6	25.4	12.7	38.1	22.2
10	1.15	17.4	36.5	15.9	27.0	3.2

The statement in Item 5 is based on the hypothesis that involvement of parents in school affairs is an inevitable phenomenon in a democratic society. Parents are members of the community who pay taxes to support school affairs, directly or indirectly. Accordingly, they deserve every right to be involved in school affairs. Moreover, since their children are clients of the school, parents deserve even more rights to be involved in school services than other citizens. The administrators with intelligence and administrative skills adjust the involvement of parents to be advantageous to them. From parents they obtain popular support in the solution of any school problems. The Thai administrators were, then, expected to exhibit strong disagreement to the professionally unfavorable statement in Item 5.

The data in Table 11 above indicated that the Thai provincial school superintendents in this study supported this hypothesis, because 74.6 per cent of them strongly disagreed, and 25.4 per cent, or the rest of them, disagreed with the statement to a certain degree. This implied that the provincial school superintendents in this study regarded involvement or participation of parents in school affairs as appropriate.

In regard to Item 38, which stated that the provincial school superintendent should read significant professional journals on education regularly, the data in Table 11 indicated that 69.8 per cent of the provincial school superintendents strongly agreed and 30.2 per cent, or the rest of them, agreed to a certain degree. No respondents from this group showed uncertainty or any amount of disagreement with this statement. The data demonstrated that the Thai provincial school superintendents considered that self-improvement through reading was necessary for members of their profession.

The data in Table 11 on Item 17 indicated that the provincial school superintendents in this study wished to request their schools to study local health problems and instruct pupils in solving them. Fifty-five and six-tenths per cent of them strongly agreed, and 44.4 per cent, or the rest of them, agreed with the statement in this item. This phenomenon confirmed that all the provincial school superintendents in this study agreed, at least to a certain degree, that schools should play an important role in the solution of community health problems.

3. Identification of Intragroup Conflict among the Provincial School Superintendents

Table 11 displayed at least a certain degree of conflict among the perceptions of the provincial school superintendents for their own roles on all items, even though a moderate consensus might be assumed, as previously discussed. Of all the 50 items that caused such conflict, six items needed special comments because they exhibited the highest degree of intragroup conflict. Their responses were scattered throughout the entire range of the response categories. Their standard deviation scores were high, ranging from .77 to 1.15. These six items were rearranged in rank order of standard deviation scores with the highest standard deviation scores, indicating highest conflict, on the top, as follows:

Items with Highest Degree of Intragroup
Conflict among the Provincial
School Superintendents

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 10: To invite anyone with potential to support provincial education to patronize educational affairs in spite of his or her personal background.

Item 24: To delegate the responsibility of visiting all schools, including private schools, to other personnel.

Item 32: To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.

Item 39: To act alone in rewarding or punishing the government teachers in the province.

Item 3: To offer to lay people in the province a chance to participate in the formulation of educational policy of the province.

Item 1: To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.

Item 10 above exhibited dispersion of responses among the provincial school superintendents. The data in Table 11 indicated that 17.4 per cent of the subjects in this group strongly agreed, 36.5 per cent agreed, 15.9 per cent were uncertain, 27.0 per cent disagreed, and 3.2 per cent strongly disagreed. This implied that the provincial school superintendents in this study were confronting conflict in the perceptions of their own roles concerning acquisition of private citizens to support provincial education.

The Elementary Education Act of 1935 with its later amendments permits the people of all walks of life, without discrimination of their personal backgrounds, to contribute their money for the establishment of a public elementary school, but the regulation of the Ministry of Education issued in 1952 requires that for a person to be officially recognized as a patron of any school he must be selected from among the persons of financially and socially reputable backgrounds.[7] The law gives equal right to everyone to contribute money to public education, but that does not imply that a school administrator is permitted to invite anyone with any background to serve as an official patron of any public school. Such an invitation, in the Thai culture, implies official recognition of the person to the public. This hypothesis is supported by the implication of the regulation of the Ministry of Education stated above. The statement in Item 10 was, then, professionally unfavorable. The Thai administrators were expected to express strong disagreement, but the data in Table 11 did not indicate that all the provincial school superintendents in this study supported this expectation.

In Item 24, which stated that the provincial school superintendents should delegate their responsibility of visiting all schools, including private schools, to other personnel, 1.6 per cent of the provincial school superintendents strongly agreed, 25.4 per cent agreed, 12.7 per cent were uncertain, 38.1 per cent disagreed, and 22.2 per cent strongly disagreed. From this data it was concluded that approximately 27 per cent of the provincial school superintendents did not want to visit or to inspect the schools by themselves, and approximately 60 per cent of them considered the inspection of schools their responsibility and it could not be delegated to anyone else. However, approximately 13 per cent of this group could not make a decision whether to delegate such responsibility to someone else or to keep it for themselves. As a matter of fact, school inspection has been regarded by law and tradition of the Ministry of Education as an important function of the provincial school superintendents. It is generally expected that the provincial school superintendent will occasionally visit the schools by himself, but the findings in this study indicated that the provincial school superintendents did not completely go along with this expectation.

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[7] Government of Thailand, The Elementary Education Act of 1935 and Its Amendments, and Regulation of the Ministry of Education on the Appointment of Patrons of Schools 1952, in Seesukhawat, *op. cit.*, pp. 329-344, and pp. 687-688.

The problem of teachers' leave for study with full payment from the salary schedules of the province as stated in Item 32 above caused conflicting perceptions among the provincial school superintendents. As the system of administration in Thailand is highly centralized, permission for such leaves is usually given by the central authorities in Bangkok. Little attention is paid to the advantage the province may obtain from the results of the teachers' study. Many of the teachers on leave never come back because their line of study is beyond the needs of the province. Throughout the time that these teachers are studying, the province cannot employ new teachers to replace them due to lack of vacancy in the salary schedules of the province. This situation is professionally unfavorable for the province. Item 32 aimed to call the attention of the Thai administrators to this situation. It was expected that the Thai administrators would show strong agreement with the statement. The data in Table 11 indicated that 3.2 per cent of the provincial school superintendents strongly agreed, 50.8 per cent agreed, 4.8 per cent were uncertain, 36.4 per cent disagreed, and 4.8 per cent strongly disagreed. The hypothesis of the statement was not strongly confirmed.

Item 39 stated that the provincial school superintendent should have full power in rewarding or punishing the government teachers in the province. According to the law, such power belongs to the provincial governor or the central authorities in Bangkok. However, the provincial school superintendent possesses the power of recommendation. The data revealed that 54.0 per cent of the provincial school superintendents in the study disagreed and 14.2 per cent strongly disagreed. In other words, approximately 68 per cent of the provincial school superintendents were pleased with the de facto situation. Other provincial school superintendents wanted more power in this matter because 4.8 per cent of them strongly agreed and 17.5 per cent agreed, even though 9.5 per cent of them were unwilling to express their views.

Item 3 stated that the provincial school superintendent should offer a chance to lay people in the province to participate in the formulation of educational policy in the province. This statement is professionally favorable, since it is necessary for the people in any democratic country to have authority in the formulation of the policy of education for their children. The public possession of such authority is clearly seen in the United States where the members of the Board of Education exercise collective control over the educational policy. The members of the Board of Education in the United States are elected or appointed according to the law, but statistical data indicated that 95 per cent of local Boards of Education in the United States at the present time are elected by popular vote.[8] In Thailand, according to the declaration of the reasons to issue the elementary schools act of 1966, the Thai Government transferred the administrative authority over the elementary schools from the central authorities in Bangkok to the Provincial Administration Organizations because it aimed to delegate the authority to supervise educational administration to the people in the province.[9] The Thai administrators were, then, expected to strongly agree with the statement. The data in Table 11 revealed that of all the provincial school superintendents in the study, 1.6 per cent strongly disagreed, 11.1 per cent disagreed, 11.1 per cent were uncertain, 49.2 per cent agreed, and 27.0 per cent strongly agreed. There was a wide dispersion of responses among the subjects in this group.

The last item which caused a great deal of conflict among the perceptions of the provincial school superintendents was Item 1. The responses to this item were dispersed throughout the entire range of the response categories. The statement in this item was that the provincial school superintendent should request the schools to keep their buildings and equipment as government properties which cannot be used by lay people. This statement is against the regulation of the Ministry of Education, which requires that lay people be allowed to use school buildings and equipment with the permission of the provincial governor or the district officer if a school is in the province and with the permission of the authorized department of the Ministry of Education if the school is in Bangkok.[10] However, the persons who use the school buildings or equipment must pay for the fees to cover expenses of electricity, janitor's wages, and maintenance. The Thai administrators were, then, expected to demonstrate strong disagreement with the statement in Item 1. An examination of the distributions of responses in Table 11 revealed that 1.6 per cent of the provincial school superintendents strongly agreed, 3.2 per cent agreed, 1.6 per cent were uncertain, 58.7 per cent disagreed, and 34.9 per cent strongly disagreed. The expectation was not fulfilled.

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[8] Grieder _et al._, _op. cit._, p. 108.

[9] Government of Thailand, _The Transferring of Some Categories of Elementary Schools to the Provincial Administration Organization Act of 1966_, _loc. cit._

[10] Seesukhawat, _op. cit._, p. 644.

4. Identification of Intragroup Consensus among the Provincial Governors

Table 12 shows how the provincial governors responded to all individual items in the opinionnaire. These items were rearranged in rank order of the standard deviation scores obtained by this group with the minimum standard deviation score (indicating highest intragroup consensus) on the top.

As indicated in Table 12, four items showed a moderate intragroup consensus among the provincial governors even though such consensus was not perfect in the histograms in Appendix B. The standard deviation scores were low and the responses were not distributed to cover the entire range of the response categories. The statements in all four items were professionally favorable and the responses selected were only "strongly agree" and "agree." These items were Item 28, Item 9, Item 2, and Item 7. They were arranged in rank order of their standard deviation scores with the minimum standard deviation score, indicating maximum consensus, on the top as follows:

Items with Highest Degree of Intragroup Consensus among the Provincial Governors

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 28:	To hold a provincial teacher convention once a year for professional development and for the social meeting of teachers.
Item 9:	To make every effort to cultivate the reading habits of rural people.
Item 2:	To join major religious or traditional meetings of the public, even though such meetings do not concur with his own belief.
Item 7:	To ascertain the felt needs in education and vocation of each amphur (district) in the province before planning educational programs.

The highest degree of intragroup consensus among the expectations of the provincial governors for the roles of the provincial school superintendents was clearly seen in the response patterns of the above

TABLE 12

DISTRIBUTION OF PERCENTAGES OF RESPONSES TO INDIVIDUAL ITEMS BY THE PROVINCIAL GOVERNORS

Note: Lowest standard deviation = Highest intragroup consensus

Item	Standard deviation	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %
37	.45	23.3	75.0	1.7	0	0
40	.46	18.3	76.7	5.0	0	0
28	.48	36.7	63.3	0	0	0
9	.48	63.3	36.7	0	0	0
52	.48	25.0	71.7	3.3	0	0
11	.49	0	0	1.7	66.6	31.7
2	.49	55.0	45.0	0	0	0
7	.50	51.7	48.3	0	0	0
48	.51	30.0	66.7	3.3	0	0
15	.51	13.3	73.4	13.3	0	0
14	.52	41.6	56.7	1.7	0	0
29	.52	45.0	53.3	1.7	0	0
21	.52	28.3	66.7	5.0	0	0
6	.53	55.0	43.3	1.7	0	0
49	.53	20.0	75.0	3.3	1.7	0
50	.53	35.0	61.1	3.3	0	0
25	.54	0	0	8.3	68.4	23.3
36	.54	10.0	80.0	6.7	3.3	0
38	.55	41.7	55.0	3.3	0	0
35	.55	18.3	73.3	6.7	1.7	0
23	.56	38.3	56.7	5.0	0	0
30	.57	23.3	70.0	5.0	1.7	0
44	.57	13.3	76.7	6.7	3.3	0
22	.59	38.3	55.0	6.7	0	0
51	.59	33.3	58.4	8.3	0	0
17	.61	50.0	46.6	1.7	1.7	0
20	.62	35.0	58.3	5.0	1.7	0
33	.62	11.7	75.0	8.3	5.0	0
19	.65	20.0	66.7	10.0	3.3	0
18	.67	41.6	50.0	6.7	1.7	0
16	.68	36.7	56.7	3.3	3.3	0
34	.68	0	6.7	16.7	68.3	8.3
41	.69	0	3.3	11.7	61.7	23.3
47	.69	3.3	80.0	5.0	11.7	0
8	.70	0	6.7	3.3	70.0	20.0
4	.70	50.0	40.0	8.3	1.7	0
45	.79	28.3	56.7	8.3	6.7	0
13	.80	25.0	63.3	5.0	5.0	1.7
5	.87	0	8.3	6.7	46.7	38.3
42	.88	5.0	65.0	8.3	21.7	0
31	.89	0	15.0	20.0	51.1	13.3
46	.95	3.4	40.0	18.3	38.3	0
53	.96	10.0	41.7	26.6	20.0	1.7
32	.99	3.3	45.0	15.0	35.0	1.7
39	.99	5.0	13.3	3.3	68.4	10.0
3	1.03	18.3	46.7	11.7	23.3	0
1	1.05	5.0	18.3	5.0	61.7	10.0
12	1.06	8.3	18.3	21.7	46.7	5.0
24	1.11	5.0	21.7	6.7	53.3	13.3
10	1.13	20.0	36.7	15.9	26.6	1.7

four items. In Item 28, 36.7 per cent of the provincial governors in this study strongly agreed, and 63.3 per cent, or the rest of them, agreed to a certain degree that the provincial school superintendent should arrange a provincial teacher convention once a year for professional development and for the social meeting of teachers. The hypothesis of this item is that under the present conditions of rapidly changing knowledge and technology, the presumption of adequate knowledge and skill among school personnel becomes untenable. The knowledge and skill that school personnel obtain from their pre-service preparation is soon out of date or cannot meet the requirements of the variety of knowledge and skills needed on the job. Consequently, there is a continuing need for in-service development. An annual teacher convention is generally accepted as one of the various instruments that will assist in the fulfillment of such in-service development needs. Research papers and special lectures presented at the convention may induce the teachers in a more modern direction which would be different from their course of day-to-day role performance. Moreover, the convention provides an opportunity for the teachers to meet and to know other people in the same profession. A meeting of this kind may be regarded as a social meeting or a professional meeting, or both. The data indicated that all the provincial governors in this study supported this hypothesis and expected the provincial school superintendents to assume leadership in the arrangement of an annual provincial teacher convention.

For Item 9, which stated that the provincial school superintendent should make every effort to cultivate the reading habits of rural people, 63.3 per cent of the provincial governors strongly agreed and 36.7 per cent or the rest of them agreed to a certain degree. This implied that all the provincial governors in this study realized the importance of reading as an essential instrument of self-improvement and expected the provincial school superintendents to initiate some programs for the people, especially for those people in rural areas where books and public libraries are rare.

Item 2 stated that the provincial school superintendent should join major religious or traditional meetings of the public, even though such meetings do not concur with his own belief. This statement intends to suggest that the provincial school superintendent, as a good civil servant, should behave as a good member of the community. In fact, he is generally expected to devote his time and effort to the public. Accordingly, he should participate in major religious or traditional meetings of the people in the community. The data in Table 12 on Item 2 indicated that all the provincial governors in this study supported this expectation, at least to a certain degree, with 55 per cent expressing strong agreement and 45 per cent showing a certain degree of agreement.

With regard to Item 7, which stated that the provincial school superintendent should find out, with certainty, the felt needs in education and vocation of each district in the province before planning educational programs, 51.7 per cent of the provincial governors strongly agreed and 48.3 per cent, or the rest of them, agreed. This implied that all the provincial governors in this study expected the provincial school superintendents to carry out some kind of research to discover the actual needs in education and vocation of each district in the province before planning any educational programs. In other words, the provincial governors in this study did not agree with the traditional conduct of operating the schools from central offices without any evidence of the actual needs of the people in different geographical areas.

5. Identification of Intragroup Conflict among the Provincial Governors

Table 12 shows that all 50 items in the opinionnaire caused more or less conflicting expectations for the roles of the provincial school superintendents among the provincial governors. However, as previously stated, the standard deviation scores were used in the identification of items with some intragroup consensus (low standard deviation equaled high consensus). These indicators, however, were not sufficient. The percentage distribution of responses were also used in such identification. The items with only two categories of responses selected ("strongly agree" and "agree," or "strongly disagree" and "disagree) were considered in connection with their standard deviation scores in the identification of items of highest consensus. The same procedure was used in the identification of items of greatest conflict.

Among the provincial governors, there were eight items that caused the greatest conflicting expectations for the roles of the provincial school superintendent. These items were rearranged in rank order of their standard deviation scores with highest standard deviation score, indicating highest conflict, on the top as follows:

Items with Highest Degree of Intragroup Conflict among the Provincial Governors

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 10:	To invite anyone with potential to support provincial education to patronize educational affairs in spite of his or her personal background.
Item 24:	To delegate the responsibility of visiting all schools, including private schools, to other personnel.
Item 12:	To request that the schools prevent involvement of the pupils in planning of instructional programs and other school activities.
Item 1:	To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.
Item 39:	To act alone in rewarding or punishing the government teachers in the province.
Item 32:	To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.
Item 53:	To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.
Item 13:	To assume leadership in the establishment of a provincial special school for slow-learning or handicapped children.

Similar to the provincial school superintendents, as reported under Section 3 above, the provincial governors expressed conflicting expectations for the role of the provincial school superintendent as stated in Item 10. Twenty per cent of them strongly agreed, 36.7 per cent agreed, 15 per cent were uncertain, 26.6 per cent disagreed, and 1.7 per cent strongly disagreed with the statement in Item 10. The provincial governors in this study found themselves in a conflicting situation. Since it was generally known in Thailand that the budget allocated by the national government for provincial education was not sufficient, educational administrators had to look for financial support from private sectors. The data indicated that approximately 57 per cent of the provincial governors in this study expected the provincial school superintendent to invite anyone with potential to support provincial education to give aid without considering one's social background. This group of provincial governors regarded institutional goals as most important. Approximately 28 per cent of the provincial governors in this study did not agree with the idea. This second group of provincial governors could not let the institutional need for financial support overlook the need for the preclusion of official recognition of disreputable persons. However, there were still 15 per cent of the provincial governors in this study who were reluctant to express their opinions and preferred to select the "uncertain" response.

Again in Item 24, the provincial governors, as well as the provincial school superintendents, demonstrated a wide dispersion of their opinions throughout the entire range of possible responses. This item stated that a provincial school superintendent should delegate the responsibility of visiting all schools, including private schools, to other personnel. Five per cent of the provincial governors strongly agreed, 21.7 per cent agreed, 6.7 per cent were uncertain, 53.3 per cent disagreed, and 13.3 per cent strongly disagreed. In other words, approximately 27 per cent agreed, approximately 67 per cent disagreed, and approximately 6 per cent were uncertain. It was concluded that the majority of provincial governors in this study tended to expect the provincial school superintendents to inspect the schools by themselves, even though a minority of them expressed opposite opinions.

Item 12 stated that the schools should be requested by the provincial school superintendent to prevent involvement of the pupils in the planning of instructional programs and other school activities. Table 11 showed that the majority of the provincial school superintendents disagree. Not even one provincial school superintendent in this study agreed to the idea in the statement of Item 12, even though 3.2 per cent of them were uncertain. But the provincial governors in this study expressed conflicting opinions among themselves. Eight and three-tenths per cent strongly agreed, 18.3 per cent agreed, 21.7 per cent were uncertain, 46.7 per cent disagreed, and 5 per cent strongly disagreed. Approximately 27 per cent of the provincial governors in this study agreed that the pupils had no place in the planning of instructional programs and other school activities. However, approximately 52 per cent of them did not agree with the idea. The implication in the data indicated that the majority of the provincial governors in this study (about 52 per cent) wanted the pupils to participate in the planning of instructional programs and other activities in their schools, but a minority of them (about 27 per cent) did not want the schools to give such an opportunity to their pupils.

As previously reported, it was clear that the provincial school superintendents expressed conflicting perceptions of their own role concerning the permission to be given to lay people to use school buildings and equipment as stated in Item 1. Table 12 above also demonstrated that the provincial governors were facing the same conflicting situation. The statement in Item 1 was that the provincial school superintendents should request that the schools keep their buildings and equipment as government property which could not be used by lay people. The data indicated that 5 per cent of the provincial governors in this study strongly agreed, 18.3 per cent agreed, 5 per cent were uncertain, 61.7 per cent disagreed, and 10 per cent strongly disagreed with the statement in Item 1. However, it might be concluded that approximately 72 per cent of the provincial governors expected the provincial school superintendents to offer lay people the opportunity to use school buildings and equipment, even though approximately 23 per cent of them wanted the schools to keep their buildings and equipment as government properties not to be used by lay people.

The responses to the statement in Item 39 by the provincial governors were distributed to cover the entire range of response categories. This phenomenon was similar to that which the provincial school superintendents were facing, as previously reported. Item 39 stated that the provincial school superintendent should have full power in rewarding or punishing government teachers in his province. The law gives the power of rewarding or punishing government teachers to the provincial governor, or in some cases to the district officer. The data in Table 12 showed that 5 per cent of the provincial governors strongly agreed and 13.3 per cent agreed that such power should belong to the provincial school superintendent. But 10 per cent of the provincial governors strongly disagreed and 68.4 per cent disagreed to a certain extent, which implied that they did not want the provincial school superintendent to act alone in rewarding or punishing government teachers in the province. It was concluded that the majority of the provincial governors (approximately 78 per cent) wanted to keep the power of promotion or demotion of teachers for themselves or to maintain the de facto situation. Only 3.3 per cent of the provincial governors were uncertain. Approximately 18 per cent of them expressed the opinion that they did not mind letting the provincial school superintendents have the power of promotion and demotion of their teachers by themselves.

Item 32 stated that the provincial school superintendent should recommend permission for teachers' leave for study with full payment from the salary schedules of the province. This statement aimed to call the attention of Thai administrators to the development of the teachers for special needs of the province. When the teachers were fully paid throughout the time of their leaves for study by a province, they should be expected to return to the province. In this case, the needs of the province should also be considered. The major courses of study that were beyond the needs of the province did not encourage the teachers to return when their programs of study were completed. The data in Table 12 indicated that 3.3 per cent of the provincial governors showed strong agreement and 45 per cent agreed that the needs of the province should be considered before permitting any teachers to leave for study with full payment from the salary schedules of the province. However, 35 per cent of the provincial governors disagreed, 1.7 per cent strongly disagreed with the statement, and 15 per cent of them were reluctant to express their opinions.

Item 53 was concerned with the educational budget of the province. The Transferring of Some Categories of the Elementary Schools Act of 1966 marked an important transition point in the history of educational administration in Thailand.[11] The main purpose of this law was the decentralization of educational administration authority to the provinces. The statement in Item 53 intended to investigate the opinions of the Thai administrators with regard to the educational budget in the provinces after the stated decentralization. The statement in Item 53 was that the provincial school superintendent should request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government. The data in Table 12 indicated that among the provincial governors in this study, 10 per cent strongly agreed, 41.7 per cent agreed, 26.6 per cent were uncertain, 20 per cent disagreed, and 1.7 per cent strongly disagreed. It was concluded that, with approximately 52 per cent agreement to this statement among the provincial governors, evidence was not sufficient to declare that the provincial governors actually wanted provincial education to be independent from financial support of the central authorities in Bangkok.

Since special schools for slow-learning or handicapped children were rare in Thailand, Item 13 was constructed in the opinionnaire in order to be used as an instrument to investigate the opinions of the Thai administrators in this matter. The statement in this item was that the provincial school superintendent should assume leadership in the establishment of a provincial special school for slow-learning and handicapped children. The data in Table 12 indicated that 25 per cent of the provincial governors strongly agreed, 63.3 per cent agreed, 5 per cent were uncertain, 5 per cent disagreed, and 1.7 per cent strongly disagreed. Accordingly, it was concluded that even though the provincial governors in this study did not exhibit high intragroup consensus in this matter, the majority of them (about 88 per cent) expected the provincial school superintendents to assume leadership in the establishment of such schools in the provinces.

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[11] Government of Thailand, The Transferring of Some Categories of Elementary Schools to the Provincial Administration Organization Act of 1966, loc. cit.

6. Identification of Intragroup Consensus among the Senior Administrators

Table 13 shows how the senior administrators in this study made their judgments on all 50 items in the opinionnaire. These items were arranged in rank order of standard deviation scores obtained by this group with the minimum standard deviation score (indicating highest intragroup consensus) on the top.

As seen in Table 13, four items exhibited a certain degree of intragroup consensus among the senior administrators in this study, even though such consensus was not perfect in the histograms in Appendix E. For these items, besides the obviously low standard deviation scores, the percentage responses did not cover the entire range of the response categories. Instead, for a professionally favorable statement there were only "strongly agree" and "agree" responses, and for a professionally unfavorable statement there were only "strongly disagree" and "disagree" responses. These items were Item 38, Item 8, Item 48, and Item 2. They were arranged in rank order of their standard deviation scores with the maximum standard deviation score, indicating maximum consensus, on the top as follows:

Items with Highest Degree of Intragroup Consensus among the Senior Administrators

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 38: To read significant professional journals on education regularly.

Item 8: To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.

TABLE 13

DISTRIBUTION OF PERCENTAGES OF RESPONSES TO INDIVIDUAL ITEMS BY THE SENIOR ADMINISTRATORS

Note: Lowest standard deviation = Highest intragroup consensus

Item	Standard deviation	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %
38	.46	67.2	32.8	0	0	0
8	.46	0	0	0	67.2	32.8
48	.49	42.6	57.4	0	0	0
2	.49	52.2	47.5	0	0	0
6	.52	62.3	36.1	1.6	0	0
44	.52	44.3	54.1	1.6	0	0
17	.53	49.2	49.2	1.6	0	0
16	.53	50.8	47.6	1.6	0	0
13	.53	36.1	60.6	3.3	0	0
35	.54	37.7	59.0	3.3	0	0
37	.54	39.3	57.4	3.3	0	0
20	.56	57.4	39.3	3.3	0	0
22	.56	55.7	41.1	3.3	0	0
51	.56	52.5	44.2	3.3	0	0
34	.56	0	0	9.8	65.6	24.6
7	.58	73.8	23.0	1.6	1.6	0
14	.58	50.8	44.3	4.9	0	0
52	.59	41.0	52.5	6.5	0	0
19	.59	32.8	62.3	3.3	1.6	0
49	.60	26.2	65.5	6.7	1.6	0
36	.61	23.0	65.6	9.8	1.6	0
28	.62	42.6	49.2	8.2	0	0
40	.63	37.7	55.8	4.9	1.6	0
45	.63	47.5	47.5	3.4	1.6	0
50	.63	49.2	45.9	3.3	1.6	0
29	.64	62.3	32.8	3.3	1.6	0
25	.64	0	1.6	3.3	42.6	52.5
4	.64	57.4	37.7	3.3	1.6	0
30	.64	42.7	47.5	9.8	0	0
15	.65	19.7	62.3	16.4	1.6	0
5	.65	0	3.3	0	26.2	70.5
41	.65	0	1.6	6.6	54.2	37.6
23	.66	57.4	36.1	4.9	1.6	0
9	.67	72.2	24.6	1.6	0	1.6
11	.71	0	1.6	9.8	42.7	45.9
12	.73	1.6	3.3	8.2	68.9	18.0
21	.76	39.3	49.3	9.8	0	1.6
33	.76	21.4	63.9	9.8	3.3	1.6
47	.77	19.7	63.9	8.2	8.2	0
18	.79	52.5	37.7	4.9	4.9	0
39	.90	0	13.1	6.6	57.3	23.0
1	.92	3.3	4.9	6.6	55.7	29.5
3	.92	21.3	49.2	16.4	13.1	0
24	.96	0	19.7	18.0	47.5	14.8
42	.98	8.2	41.0	24.6	24.6	1.6
31	.98	4.9	3.3	8.2	52.5	31.1
46	.98	13.1	37.7	32.8	13.1	3.3
53	1.00	44.3	29.5	21.3	1.6	3.3
32	1.14	9.8	36.1	13.1	36.1	4.9
10	1.14	19.7	29.5	23.0	24.6	3.2

Item 48: To arrange a free physical examination at least once a year for all the teachers.

Item 2: To join major religious or traditional meetings of the public, even though such meetings do not concur with his own belief.

For the statement in Item 38, the data in Table 13 indicated that, as well as the provincial school superintendents, the senior administrators in this study demonstrated a certain degree of intragroup consensus in expecting the provincial school superintendents to read significant professional journals on education regularly. No respondents in this group showed any degree of disagreement or uncertainty in this matter. Sixty-seven and two-tenths per cent of them strongly agreed and 32.8 per cent, or the rest of them, agreed with the statement in Item 38. This phenomenon indicated that the senior administrators in this study realized the importance of personnel development through self-reading.

The statement in Item 8 was professionally unfavorable in suggesting that the provincial school superintendents should request the schools to avoid involvement in vocational training of the people. The senior administrators in this study exhibited a certain degree of intragroup consensus in disagreement with this statement. Thirty-two and eight tenths per cent of them strongly disagreed, and 67.2 per cent, or the rest of them, disagreed to a certain extent. Thus, the senior administrators in this study regarded vocational training of the people as one of the functions of the provincial school superintendents and of the schools, even though such convictions overlapped one function of the Department of Community Development which was recently established in the Ministry of Interior.

In Item 48, 42.6 per cent of the senior administrators in this study strongly agreed and 57.4 per cent, or the rest of them, agreed to a certain extent that the provincial school superintendents should arrange a free physical examination for their teachers at least once a year. The consensus in this matter indicated that the senior administrators in this study were apprehensive about the sustenance of health among the teachers and expected the provincial school superintendents to arrange a free physical examination for them at least once a year.

As previously commented, the statement in Item 2 is professionally favorable. The provincial school superintendents should join major religious or traditional meetings of the public even though such meetings did not concur with their beliefs. With 52.5 per cent strongly agreeing and 47.5 per cent, or the rest of them, agreeing with this statement, the senior administrators in this study demonstrated a certain degree of intragroup consensus in this matter. Accordingly, the provincial school superintendents were expected by the senior administrators in this study to regard themselves as members of their communities by participating in major religious or traditional meetings of the communities.

7. Identification of Intragroup Conflict among the Senior Administrators

Even though the data in Table 13 displayed at least a certain degree of conflicting expectations for the roles of the provincial school superintendents among the senior administrators on all items, there were nine items that caused the highest degree of conflict. The standard deviation scores of these nine items were high (ranging from .735 to 1.148), and the responses were dispersed throughout the entire range of the response categories. These items were arranged in rank order of their standard deviation scores with the maximum standard deviation score, indicating highest intragroup conflict, on the top as follows:

Items with Highest Degree of Intragroup Conflict among the Senior Administrators

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

Item 10:	To invite anyone with potential to support provincial education to patronize educational affairs in spite of his or her personal background.
Item 32:	To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.
Item 53:	To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.

Item 46: To assume leadership in the establishment of the faculty club for amphur (district) school teachers in one of the schools in each amphur.

Item 31: To select teachers to fill vacant teaching positions without the involvement of the school principals.

Item 42: To recommend the transferring of any teacher who has worked in any school for several consecutive years, with a view to broadening his experiences and promoting his innovation.

Item 1: To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.

Item 33: To encourage the schools to provide a social party for recreation of all their teachers from time to time.

Item 12: To request that the schools prevent involvement of the pupils in planning of instructional programs and other school activities.

As previously reported, the statement in Item 10 above caused intragroup conflict in both Group 1 (provincial school superintendents) and Group 2 (provincial governors). The same kind of conflict also occurred in Group 3 (senior administrators). The data in Table 13 indicated that 19.7 per cent of the senior administrators in this study strongly agreed with the statement, 29.5 per cent agreed to a certain degree, 23 per cent were not certain, 24.6 per cent disagreed, and 3.2 per cent strongly disagreed. It was concluded that the senior administrators in this study exhibited conflicting expectations among themselves for the role that a provincial school superintendent should play in regards to the invitation of anyone to support provincial education financially. It was obvious that public education needed financial support from private citizens, but the idea that anyone with any social reputation might be invited to give such support was not completely acceptable among the senior administrators.

Item 32 stated that the provincial school superintendent should recommend permission for teachers' leave for study with full payment from the province only when their major courses of study met the needs of the province. As previously commented, while the teachers on leave still received full payment from the province, no new teachers could be employed due to lack of vacancy in the salary schedules. Such teachers were then expected to return to the province after completion of their study. Accordingly, their field of study should suit the needs of the province and not conflict or be beyond such needs. The data in Table 13 exhibited conflicting judgments among the senior administrators in this study. Nine and eight-tenths per cent of them strongly agreed, 36.1 per cent agreed, 13.1 per cent were uncertain, 36.1 per cent disagreed, and 4.9 per cent strongly disagreed. In other words, approximately 46 per cent agreed and about 41 per cent disagreed. The evidence was not sufficient to claim that the needs of the province were solely considered by the senior administrators in this study in the granting of teachers' leave for study.

Table 11 indicated that among the provincial school superintendents, approximately 83 per cent agreed with the statement in Item 53 and perceived that it was their role to request as high a percentage as possible of all local taxes from the provincial government for the provincial educational budget. No provincial school superintendents expressed their disagreement with this statement, even though about 17 per cent of them selected the "uncertain" response. Table 12 showed that about 22 per cent of the provincial governors disagreed and some 52 per cent agreed with this statement. The remaining 26 per cent expressed uncertain opinions. Table 13 demonstrated that among the senior administrators, 33.2 per cent strongly agreed, 36.4 per cent agreed, 21.7 per cent were uncertain, 7.1 per cent disagreed, and 1.6 per cent strongly disagreed. In other words, approximately 70 per cent of the senior administrators in this study agreed to the idea in Item 53, and only approximately 5 per cent disagreed. It was concluded that the majority of the Thai administrators in this study (except 22 per cent of the provincial governors and 6 per cent of the senior administrators) expected that the provincial school superintendents should request as high a percentage as possible of all local taxes collected in their provinces for provincial educational development so that the least amount of support would be needed from the national government.

It was stated in Item 46 that the provincial school superintendent should assume leadership in the establishment of the faculty club for district school teachers in one of the schools in each district. The major purpose of this statement is to call the attention of the Thai administrators to the general welfare of teachers. This concern arises both from an interest in people and from the realization that welfare contributes to productivity. The faculty club stated in this item implies a special place where teachers can meet their fellow teachers and enjoy themselves after the routine performance of their teaching roles. Evidence from the researcher's firsthand experience confirms that the only association for all the provincial government officials available in the provinces at the present time is not sufficient. Moreover, the teachers in each district, especially the elementary school teachers, are not comfortable joining the provincial governor and his district officers or other personnel in the provincial government in such an association. A faculty club for district school teachers is, then, a reasonable suggestion to assure recreation and welfare of the school teachers. The data in Table 13 revealed that this suggestion caused conflicting opinions among the senior administrators. Thirteen and one-tenth per cent of them strongly agreed, 37.7 per cent agreed, 32.8 per cent were uncertain, 13.1 per cent disagreed, and 3.3 per cent strongly disagreed. In other words, the senior administrators in this study did not completely agree to the suggestion in Item 46.

In the United States, the personnel officer or the superintendent of schools normally works closely with the chief administrative officer or the principal of the school in staffing the school.[12] This tradition is based on the assumption that, in employing any personnel for the school, the personnel officer or the superintendent of schools has the welfare of the school at heart. The statement in Item 31 was constructed to oppose this assumption in order to investigate personal opinions of the Thai administrators. It was stated that the provincial school superintendent should select teachers to fill vacant teaching positions without the involvement of the school principals. Evidence in Table 13 demonstrated that this statement caused conflicting judgments among the senior administrators in this study. Four and nine-tenths per cent of them strongly agreed and 3.3 per cent agreed to a certain degree that the school principals had no place in the consideration of staffing their schools. Eight and two-tenths per cent were uncertain, but 52.5 per cent disagreed and 31.1 per cent strongly disagreed. This implied that approximately 84 per cent of the senior administrators in this study expected the provincial school superintendent to work with the school principals in staffing their schools, even though this expectation did not assume a perfect intragroup consensus in the histograms in Appendix B.

During the interviewing period in the initial phase of this study, the researcher was informed by some superintendents of schools in the Bay Area in California that the method of occasionally transferring some school personnel to other schools within their school districts was helpful in bringing innovation and energetic performance into the schools. Like other human beings, school personnel may become people of habit. In the course of daily role performance, they will tend to develop habitual ways of thinking and acting. Over a period of time an individual's conception of his work space may shrink to the point where he no longer sees his task in a broader educational context. This contention that any organization (and a school is an organization, as previously defined in Chapter I) tends to maintain a steady state is supported by Griffiths.[13] In order to have change for better productivity, Griffiths stated that many organizations bring in outsiders. In the case of a school, teachers who are newly transferred into the school serve as these "outsiders" or change agents. The statement in Item 42 was constructed with this contention in mind. It was stated that the provincial school superintendent should recommend the transferring of any teacher who had worked in any school for several consecutive years, with a view to broadening his experience and promoting his innovation. Table 13 showed that 8.2 per cent of the senior administrators in this study strongly agreed, 41 per cent agreed, 24.6 per cent were uncertain, 24.6 per cent disagreed, and 1.6 per cent strongly disagreed. The data were not sufficient to confirm that the Thai senior administrators in this study realized the importance of such transferring for the purpose of innovation in the Thai educational system.

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[12] R. Oliver Gibson and Harold C. Hunt, The School Personnel Administrator (Boston: Houghton Mifflin Co., 1965), Chapter 7.

Even though the regulation on the use of school buildings and equipment was issued by the central authorities in Bangkok where most of the senior administrators in this study exercised their administrative power, the statement in Item 1 caused conflicting judgments among this group of administrators. Item 1 stated that the provincial school superintendent should request the schools to keep their buildings and equipment as government properties which could not be used by lay people. The statement was constructed against the regulation which allowed the provincial school superintendent, with permission of the provincial governor, to permit such use. Thus, the disagreement responses were expected among the senior administrators. Table 13 showed that 3.3 per cent of them strongly agreed, 4.9 per cent agreed, 6.6 per cent were uncertain, 55.7 per cent disagreed, and 29.5 per cent strongly disagreed. It was concluded that according to the data in this study, the senior administrators exhibited conflicting judgments in expecting the provincial school superintendent to perform his role in permitting lay people to use school buildings and equipment.

Item 33 was constructed with the same contention of teachers' recreation and welfare in mind as Item 46 which was previously reported. It was stated that the provincial school superintendent should encourage the schools to provide occasional social parties for the recreation of all their teachers. Table 13 demonstrated that among the senior administrators in this study, 21.4 per cent strongly agreed, 63.9 per cent agreed, 9.8 per cent were uncertain,

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[13] Daniel E. Griffiths, Administrative Theory and Change in Organizations (in Innovation in Education, ed., Matthew B. Miles. 2nd printing; New York: Teachers College Press, 1967), pp. 425-436.

3.3 per cent disagreed, and 1.6 per cent strongly disagreed. In other words, about 5 per cent disagreed and some 10 per cent were uncertain. The rest of the senior administrators in this study (approximately 85 per cent) agreed that the provincial school superintendent should encourage the schools to arrange occasional social parties for the recreation of their teachers.

With reference to Item 12, which stated that the provincial school superintendent should request that the schools prevent the involvement of pupils in the planning of instructional programs and other school activities, there was moderate intragroup conflict among the senior administrators in this study. One and six-tenths per cent strongly agreed, 3.3 per cent agreed, 8.2 per cent were uncertain, 68.9 per cent disagreed, and 18.0 per cent strongly disagreed. In other words, approximately 5 per cent of the senior administrators considered that the pupils had no place in the planning of instructional programs and other school activities, but approximately 87 per cent of them regarded participation of pupils in such school affairs as important and expected the provincial school superintendent to request the schools to give an opportunity to the pupils to participate in such activities.

III. THE ANALYSIS OF CRITICAL ISSUES FOUND IN SOME ITEMS

The analyses of intergroup and intragroup consensus reported in Sections I and II above explored the items of consensus and conflict on role definition among the provincial school superintendents, the provincial governors, and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior whose functions directly interacted with those of the provincial school superintendents. The analyses had already pinpointed the functions of the provincial school superintendent that bore consensus or conflict between some or all of the three subject groups. This section of the study dealt with the analysis of critical issues involved in the definition of the role of the provincial school superintendent found in some items. These issues might be critical for the achievement of the goals of educational administration in Thailand:

1. Citizen participation in educational affairs,
2. Local taxes and other financial support,
3. School participation in community development,
4. School curriculum and compulsory textbooks, and
5. Personnel development, rewards, and transfer.

1. Citizen Participation in Educational Affairs

There were three items in the opinionnaire that were concerned with the issue of citizen participation in educational affairs, i.e., Items 3, 5, and 6. The statements of these items were as follows:

Item 3:	To offer to lay people in the province a chance to participate in the formulation of educational policy of the province.
Item 5:	To request that the schools prevent involvement of parents in school affairs. (Prefessionally unfavorable statement.)
Item 6:	To keep the public informed of all movement and progress of education in each *amphur* (district) in the province.

The results of the statistical analyses of the responses of the three subject groups of these items were presented in the preceding Tables 10, 11, 12, and 13. However, for convenience of the analysis in this section, the results might be summarized as follows:

Note: Group 1 = provincial school superintendents
Group 2 = provincial governors
Group 3 = senior administrators

Scores for Items 3 & 6 = strongly agree 4, agree 3, uncertain 2, disagree 1, strongly disagree 0.

Scores for Item 5 = strongly agree 0, agree 1, uncertain 2, disagree 3, strongly disagree 4.

	Group	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %	Mean	S.D.
Item 3:	1	27.0	49.2	11.1	11.1	1.6	2.9	0.97
	2	18.3	46.7	11.7	23.3	0	2.6	1.03
	3	21.1	49.2	16.4	13.1	0	2.8	0.92
($F_{1,2,3}$, $t_{1,2}$, $t_{1,3}$ $t_{2,3}$, = not significant)								
Item 5:	1	0	0	0	25.4	74.6	3.7	0.43
	2	0	8.3	6.7	46.7	38.3	3.2	0.87
	3	0	3.3	0	26.2	70.5	3.6	0.65
($F_{1,2,3}$ = significant at .01 $t_{1,2}$ = significant at .01 $t_{1,3}$ = not significant $t_{2,3}$ = significant at .01)								
Item 6:	1	49.2	49.2	0	0	1.6	3.4	0.66
	2	55.0	43.3	1.7	0	0	3.5	0.53
	3	62.3	36.1	1.6	0	0	3.6	0.52
($F_{1,2,3}$, $t_{1,2}$, $t_{1,3}$, $t_{2,3}$ = not significant)								

The mean scores of Item 3 which ranged from 2.6 to 2.9 (2 = uncertain, 3 = agree) implied that all three groups of the Thai administrators in this study were uncertain about making a decision whether or not to give access to the citizens to participate in the formulation of educational policy of the province, even though the average responses seemed to be inclined toward the score of 3 or "agree." The standard deviation scores of all three groups were almost 1.0. This demonstrated that the distribution of the scores within each group was large and that the intragroup conflict existed to a certain degree. Combining the percentages of "disagree" and "strongly disagree" together, the number of respondents who disagreed with the idea in Item 3 ranged from 11.1 to 23.3 per cent. This phenomenon indicated that the number of respondents who did not want the citizens to participate in policy decision-making was not small. Since the F- and t-values were not significant, it was reasonable to assume that statistically the intergroup consensus existed. It might be concluded that the Thai administrators in this study generally tended to respond in consensus that they were uncertain to accept the idea of citizen participation in the formulation of educational policy as a policy which they favored.

The mean scores of Item 5, ranging from 3.2 to 3.7 (3 = disagree, 4 = strongly disagree), demonstrated that the Thai administrators in this study tended to disagree or strongly disagree with the statement in Item 5 that the schools should prevent involvement of parents in school affairs. In other words, parent involvement in school affairs was acceptable. The F-value to test the differences among the three means significant at the .01 level and the t-values to test the difference between the means of Group 2 and Group 1 and between Group 2 and Group 3, also significant at the .01 level, indicated that the intergroup conflict existed. The average judgments of the provincial governors (Group 2) with the mean score of 3.2 were statistically different from those of the other two groups. With 8.3 per cent agreeing to prevent parents from involvement in school affairs and 6.7 per cent uncertain about making any decision, the group of provincial governors seemed to be reluctant to agree that parents should be involved in school affairs. However, the mean scores with small standard deviation scores of all three groups seemed to assert that the Thai administrators in this study tended to accept the idea of parent involvement in school affairs as favorable.

Concerning the statement in Item 6, the mean scores, ranging from 3.4 to 3.6 with the F- and t-values not significant, indicated that the Thai administrators in this study responded in consensus that the public should be informed of all movement and progress of education in each district in the province. The small standard deviation scores of all three groups seemed to assert that the existing intragroup conflict was not serious. The respondents tended to display consensus to a certain degree in this matter.

The statistical analyses revealed that the Thai administrators in this study were not certain whether they should let the lay people in the province have a chance to participate in the formulation of educational policy of the province. They seemed to be permissive concerning parent involvement in school affairs, even though the provincial governors tended to be comparatively less certain in this matter. But all three groups seemed to agree almost strongly that the people in the province should be informed of all movement and progress of education in the province.

Publicity of educational movement and progress is certainly not undesirable -- in fact, it can be a most useful instrument in public relations efforts, but publicity is hardly the true measure of good relationships between the school system and the people in the province. Basically, good relations are based on the operation and the conduct of the school system, the understandings and interrelationships, the responsiveness of the school system to the needs and demands of the provincial people, and the level of rapport that exists. Parent involvement in school affairs normally implies assistance that parents give to the schools. The parent-teacher associations, if they exist, are not school boards designed to maintain a balance between power and responsiveness. The provincial people -- in fact, the Thai people as a whole -- have not yet had a chance to exercise their influence in policy decision-making. If Thailand aims to have a democratic system of education that is responsible and effective, the provincial system of educational administration should be designed to have a certain channel through which ordinary citizens may express their point of view so that educational elites can know what they want, and through which ordinary citizens may exercise their power so as to enforce responsive behavior by the educational elites. The channel per se might be called the provincial board of education. This board might be composed of a certain number of elected lay citizens and might be granted by law some administrative powers necessary to enable it to carry out the assigned functions. This goal seems to be far beyond approach at the present time since the above findings indicated that the administrators of the provincial educational system seemed to be uncertain or unwilling to grant such power to the people.

2. Local Taxes and Other Financial Support

There were two items in the opinionnaire that might be regarded as being related to the critical issue of local taxes and other financial support for provincial education, i.e., Items 53 and 10. The statements of these items were as follows:

Item 53: To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.

Item 10: To invite anyone with potential to support provincial education to patronize educational affairs in spite of his or her personal background.

As rationalized under Section VI-1 in Chapter II, the statement in Item 53 is professionally favorable but the statement in Item 10 is professionally unfavorable. Local financial support (Item 53) is necessary, but acquisition of such support from "anyone" with any financial and social reputation (Item 10) is to jeopardize public values and accordingly is undesirable. For Item 53, the strongly agree response was, then, given a score of 4 and the strongly disagree response was given a score of 0. For Item 10, the scoring method was reversed, with the strongly agree response being given the 0 score, and the strongly disagree response the 4 score. The statistical analyses of the two items as presented previously in Tables 10, 11, 12, and 13 might be summarized as follows:

Note: Group 1 = provincial school superintendents
Group 2 = provincial governors
Group 3 = senior administrators

	Group	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %	Mean	S.D.
Item 53:	1	44.4	38.1	17.5	0	0	3.3	0.73
	2	10.0	41.7	26.6	20.0	1.7	2.4	0.96
	3	44.3	29.5	21.3	1.6	3.3	3.1	1.00
		($F_{1,2,3}$ = significant at .01; $t_{1,2}$ = significant at .01; $t_{1,3}$ = not significant; $t_{2,3}$ = significant at .01)						
Item 10:	1	17.4	36.5	15.9	27.0	3.2	1.6	1.14
	2	20.0	36.7	15.0	26.6	1.7	1.5	1.13
	3	19.7	29.5	23.0	24.6	3.2	1.6	1.14
		($F_{1,2,3}$, $t_{1,2}$, $t_{1,3}$, $t_{2,3}$ = not significant)						

From the analysis of Item 53, it might be summarized that approximately 83 per cent of the provincial school superintendents (Group 1) agreed to the idea in the item that a high percentage of local taxes should be appropriated by the provincial government for provincial education in order to relieve the financial support of the national government, approximately 74 per cent of the senior administrators (Group 3) agreed, but only approximately 52 per cent of the provincial governors (Group 2) agreed. The mean scores of the provincial school superintendents group and the senior administrators group displayed agreement with the statement in Item 53 to a certain degree, but the mean score of the provincial governors group demonstrated reluctance of the provincial governors to make a decision in this matter. The standard deviation scores of the responses of the provincial governors and the senior administrators were large, which implied that the intragroup conflict existed in both groups. Since there were no provincial school superintendents disagreeing with the statement in Item 53 and since the standard deviation score of their responses was comparatively small, it might be concluded that the provincial school superintendents expressed consensus to a certain degree among themselves that they perceived as their role the necessity of requesting from the provincial government as high a percentage of local taxes as possible for provincial education in order to accept the least amount of support from the national government. However, the significant F-value indicated that the intergroup conflict existed among the three groups. The significant t-values demonstrated that the only group that might cause such conflict when comparing its mean score with those of the other two groups was the provincial governors.

In Item 10, the standard deviation scores of all three groups, which ranged from 1.13 to 1.14, indicated that there was a great deal of intragroup conflict in every group concerning the role of the provincial school superintendent in the acquisition of financial support from private citizens without considering their financial and social reputation. Since the score of 1 was given to the agree response and the score of 2 was given to the uncertain response to this item, the approximate mean scores of 1.5 of all the three groups indicated that they tended to agree to a certain degree that the provincial school superintendent should invite anyone to patronize provincial education without considering his or her financial or social background. The F- and t-values were not significant which indicated that no intergroup conflict existed in this matter. The Thai administrators in this study seemed to respond in consensus to a certain degree that they expected the provincial school superintendent to assume the role of acquiring financial support of provincial education from the private sector without considering the personal background of the donors.

The analyses of the two items above indicated that the provincial school superintendents and the senior administrators in this study expected the expenditures for provincial education to depend more upon local taxes than upon the national government support. The provincial governors, chief executives of the provincial governments, seemed to be uncertain or unwilling to agree to share a high percentage of local taxes for provincial education. But all three groups tended to respond in consensus that financial support from the private sector was necessary and seemed to expect the provincial school superintendent to invite anyone to patronize educational affairs in spite of his or her personal background, which implied that they did not mind the financial or social reputation of the patrons.

In Thailand, the Thai administrators have been accustomed to central fiscal, personnel, and material controls for centuries. When the policy of "decentralization" of administrative authorities on education to the provinces was introduced, the administrators of the provincial governments seemed to be happy but still unwilling to share local taxes for this purpose. Decentralization of administrative authorities without the decentralization of fiscal, personnel, and material controls hardly ensures that the administrative programs will be executed properly. The source of financial support that the Thai administrators seem to be least constrained about requesting is the assistance to be derived from the private sector. The deeply rooted traditional practice of autocratic bureaucracy under the ancient regime of government in Thailand, which used to let the provincial governors and other government bureaucrats enjoy privileges, prestige, power, and status well above those of ordinary citizens, seems to linger in the minds of the Thai administrators of today. With such memories, the Thai administrators do not mind requesting financial support from anyone so long as they can enjoy the privilege of the support effortlessly. As previously discussed when presenting the rationale for each item under Section VI-1 in Chapter II, official invitation given from the provincial school superintendent or other government officials with high civil service ranks to anyone, even to request his financial support of the public schools, implies official recognition of that person's reputation. If all forms of corruption are to be abolished from the Thai society, official recognition of corrupt persons directly or indirectly should be avoided at all costs. The findings above seem to make this concept less practicable.

3. School Participation in Community Development

One item in the opinionnaire was more concerned with the role of the school in community development than any other item. The statement in this item was:

> Item 8: To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.

The above statement is professionally unfavorable. Vocational training of the people has been regarded by the Ministry of Education for a long period of time as one of the purposes of adult education under the supervision of the Ministry of Education.[14] The reverse scoring system was used: 0 for the strongly agree response, 1 for the agree response, 2 for the uncertain response, 3 for the disagree response, and 4 for the strongly disagree response. The statistical analyses on this item, as presented previously in Tables 10, 11, 12, and 13, might be summarized as is shown below.

Note: Group 1 = provincial school superintendents
Group 2 = provincial governors
Group 3 = senior administrators

	Group	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %	Mean	S.D.
Item 8:	1	0	1.6	1.6	60.3	36.5	3.3	0.58
	2	0	6.7	3.3	70.0	20.0	3.0	0.70
	3	0	0	0	67.2	32.8	3.3	0.46

($F_{1,2,3}$ = significant at .05;
$t_{1,2}$ = significant at .05;
$t_{1,3}$ = not significant;
$t_{2,3}$ = significant at .01.)

The significant F-value indicated that the intergroup conflict in this matter existed. The significant t-values indicated that the existing intergroup conflict was more between the senior administrators and the provincial governors than that between the provincial school superintendents and the provincial governors. Since the t-value for the mean scores of the provincial school superintendents and the senior administrators was not significant, it might be assumed that there was no intergroup conflict between these two groups. The mean scores of all three groups demonstrated that all the Thai administrators in this study tended to disagree with the idea in Item 8. In other words, the

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[14] Government of Thailand, Annual Report of Adult Education 1964, *loc. cit.*

Thai administrators seemed to expect the provincial school superintendent to request the schools to play a role in the activities for vocational training of the people. If there was an intergroup conflict, such conflict was not serious because the mean scores of all three groups, which ranged from 3.0 to 3.3, indicated that they tended to expect the provincial school superintendent not to prevent the schools from being involved in vocational training of the people as stated in the item. The perceptions and expectations within each group seemed to be in consensus to a certain degree, because the standard deviation scores were comparatively low. It was evident in the analysis of the percentages of the subjects responding to this item that 100 per cent of the senior administrators in this study did not want the schools to avoid the responsibility for vocational training of the people, approximately 97 per cent of the provincial school superintendents expressed similar expectations, and approximately 90 per cent of the provincial governors also expected the schools not to avoid such responsibility. The conflict might be caused by the recent establishment of the Department of Community Development in the Ministry of Interior.

To help community development, the school should play the leading role in vocational training of the people. Through the special programs offered by the school, adults and out-of-school youth can learn the basic skills required to enable them to secure a job or to improve the methods of their occupations which may include some or all of the following: agriculture, metal works, auto mechanics, electricity, radio and television, welding, wood working, cooking, sewing and tailoring, barbering, and hair dressing. The main purpose of vocational training of the people in the community is to provide methods of increasing income so that the people in the community may improve their standard of living. The findings above seem to confirm that the Thai administrators expect the school to assume this role, but how much they have done or will do to encourage the school to carry out this function is a matter for further study.

4. School Curriculum and Compulsory Textbooks

The following two items were concerned with school curriculum and compulsory textbooks which need special analysis.

Item 18: To assume leadership in the preparation of the detailed course of study, suitable for local needs, for specific use in the province.

Item 23: To call a meeting of teachers and other related personnel at the end of every school year to evaluate the application of the school curriculum and the compulsory textbooks.

The statistical data on the above two items as previously presented in Tables 10, 11, 12, and 13 might be summarized as follows:

Note: Group 1 = provincial school superintendents
Group 2 = provincial governors
Group 3 = senior administrators

	Group	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %	Mean	S.D.
Item 18:	1	52.4	46.0	1.6	0	0	3.5	0.53
	2	41.6	50.0	6.7	1.7	0	3.3	0.67
	3	52.5	37.7	4.9	4.9	0	3.4	0.79
		($F_{1,2,3}$, $t_{1,2}$, $t_{1,3}$, $t_{2,3}$ = not significant)						
Item 23:	1	42.9	55.5	0	1.6	0	3.4	0.57
	2	38.3	56.7	5.0	0	0	3.3	0.56
	3	57.4	36.1	4.9	1.6	0	3.5	0.66
		($F_{1,2,3}$, $t_{1,2}$, $t_{1,3}$, $t_{2,3}$ = not significant)						

From the analysis of Item 18, it might be summarized that approximately 98 per cent of the provincial school superintendents, 92 per cent of the provincial governors, and 90 per cent of the senior administrators expected the provincial school superintendent to assume leadership in the preparation of the detailed course of study, suitable for local needs, for specific use in the province. The comparatively low standard deviation scores of all three groups and the F- and t-values that were not significant indicated that the expression of such expectations, to a certain degree, was a consensus. The mean scores of the three groups, which ranged from 3.3 to 3.5, confirmed that the Thai administrators in this study expected the provincial school superintendent to play the leading role in the preparation of the detailed course of study to suit the local needs for specific use of the province.

The analysis of Item 23 also displayed a certain degree of consensus among the Thai administrators in this study. Approximately

98 per cent of the provincial school superintendents, 95 per cent of the provincial governors, and 94 per cent of the senior administrators in this study expected the provincial school superintendent to call a meeting of teachers and other personnel whose areas of specialization were related to the school curriculum at the end of every year to evaluate the application of the school curriculum and the compulsory textbooks. The F- and t-values which were not significant and the comparatively low standard deviation scores of the three groups indicated that such expectations were expressed in consensus to a certain degree. The mean scores, which ranged from 3.3 to 3.5, also demonstrated that the statement in Item 23 was accepted favorably.

From the above analyses, it might be concluded that the three groups of Thai administrators in this study expected the provincial school superintendent to assume leadership in the preparation of the detailed course of study, suitable for local needs, for use in the province. They expected the provincial school superintendent to call a meeting of teachers and other related personnel to evaluate the application of the school curriculum and compulsory textbooks every year.

The findings above were personal opinions of the Thai administrators in this study. As a matter of fact, it is the personnel of the Department of Educational Techniques in the Ministry of Education who draft the school curricula and syllabi for all the schools in Thailand. When the curricula and syllabi have already been drafted, they are submitted to the Under-Secretary of State for Education, who makes them official. Usually, the Under-Secretary does not make the curricula and syllabi official until the Standing Committee on Curriculum Development has given its approval. The members of the Standing Committee on Curriculum Development include all director-generals and some other high ranking officials of the Ministry of Education. The provincial school superintendents and teachers of remote provinces have almost no influence on the development or the drafting of the school curriculum. When the Standing Committee on Curriculum Development has deemed it appropriate to revise a curriculum, the Under-Secretary appoints a seminar group, which may be composed of some ministry inspectors, supervisors, Grade 11-12 teachers, university professors, and some well-known educationists, to work full time for about a month to produce a rough draft. This draft is, then, sent to the Textbook Division of the Department of Educational Techniques, which places it into proper form before submitting it to the Director-General of the department and the Under-Secretary. The Textbook Division also controls the development and approval of all textbooks to be used in all schools. There is no provision for the evaluation of the applicability of the school curriculum and compulsory textbooks. The regional education inspectors may have some power to adapt the details of the curriculum to suit the needs of the regions with approval of the Ministry of Education, and may have some power in the selection of other books, besides the required books, from the list of books provided by the Textbook Division. The preparation of the details of the curriculum and the selection of supplementary books is done by the regional education inspector and his staff. The expectations found in this study seem to redefine the role of the provincial school superintendent in this matter. How much these expectations have been or will be put into practice is still unknown. But what is known now is that the Thai administrators in this study expect the provincial school superintendent and the teachers in the remote provinces to play some role in the development and preparation of the detailed course of study or the school curriculum, and expect them to work as a team with the cooperation of other related personnel to evaluate the application of the school curriculum and the compulsory textbooks every year. In principle, evaluation of the curriculum and textbooks is a continual process which is necessary for every school system to perform before it is too late to operate corrective measures.

5. Personnel Development, Rewards, and Transfer

There were three items that dealt with the critical issue of personnel development, rewards, and transfer. These items were:

Item 32:	To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.
Item 41:	To make a policy to recommend an equal "one-step" annual salary increment to all the government teachers.
Item 42:	To recommend the transferring of any teacher who has worked in any school for several consecutive years, with a view to broadening his experience and promoting his innovation.

The statistical data on the above three items as previously presented in Tables 10, 11, 12, and 13 might be summarizes as is shown below.

Note: Group 1 = provincial school superintendents
Group 2 = provincial governors
Group 3 = senior administrators

	Group	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly disagree %	Mean	S.D.
Item 32:	1	3.2	50.8	4.8	36.4	4.8	2.1	1.08
	2	3.3	45.0	15.0	35.0	1.7	2.1	0.99
	3	9.8	36.1	13.1	36.1	4.9	2.1	1.14
		($F_{1,2,3}$, $t_{1,2}$, $t_{1,3}$, $t_{2,3}$ = not significant)						
Item 41:	1	0	12.7	4.8	58.7	23.8	1.1	0.88
	2	0	3.3	11.7	61.7	23.3	1.0	0.69
	3	0	1.6	6.6	54.2	37.6	0.7	0.65
		($F_{1,2,3}$ = significant at .05; $t_{1,2}$ = not significant; $t_{1,3}$ = significant at .05; $t_{2,3}$ = not significant.)						
Item 42:	1	4.8	36.5	31.7	27.0	0	2.2	0.88
	2	5.0	65.0	8.3	21.7	0	2.5	0.88
	3	8.2	41.0	24.6	24.6	1.6	2.3	0.98
		($F_{1,2,3}$ = not significant; $t_{1,2}$ = significant at .05; $t_{1,3}$ = not significant; $t_{2,3}$ = not significant.)						

The mean scores of all three groups in Item 32 were the same, 2.1, which implied that all the Thai administrators in this study tended to select the uncertain response to the statement in Item 32 that the provincial school superintendent should recommend permission for teachers' leave for study with full pay from the province only on the condition that the purpose of the study meets the needs of the province. The standard deviation scores of the three groups ranged from 0.99 to 1.14, which were comparatively high for all three groups. It might be assumed that the intragroup conflicting expectations existed in all three groups. The F- and t-values were not significant, which implied that they tended to respond similarly and in consensus to a certain degree that they were uncertain or unwilling to make a decision in this matter. Concerning the percentages of responses of each group, approximately 54 per cent of the provincial school superintendents, 48 per cent of the provincial governors, and 46 per cent of the senior administrators agreed or strongly agreed that the provincial school superintendent should recommend permission for teachers' leave for study with full pay from the province only when their major courses of study meet the needs of the province. The rest of them were uncertain or disagreed with the idea.

The above phenomenon seemed to demonstrate that the Thai administrators in this study tended to regard the development of personnel through such study as being for the personnel's sake or for the Thai civil service as a whole, and not just for the individual province. Since the leaving teachers may not return according to the decision of the central authorities, the purpose of the study seems to be no concern of the province. But as previously discussed under Section VI-1 in Chapter II, when the rationale for each item was presented, the province are being used by the leaving teachers. This situation may jeopardize the normal conduct of the provincial educational programs. In fact, if the central authorities want to keep the power of transferring the teachers after their programs of study have been completed, the teachers should be transferred to the central office and the salary schedules of the central office should be used from the beginning of their leaves so that the province might have vacant positions to fill and be able to replace the teachers who are leaving. However, the results of this item seem to reveal the fact that the Thai administrators are not ready for the policy of decentralization. The concept of localism seems, in their minds, non-existent.

Concerning the central idea of automatic equal annual salary increment as stated in Item 41 above, the mean scores of the provincial school superintendents and the provincial governors revealed that these two groups did not agree with the idea. The mean score of the senior administrators displayed strong disagreement with the statement in Item 41. In other words, they tended to prefer the so-called merit pay, which implied the allocation of salary increment on the basis of performance of the individual and not on the equal basis. Considering the percentages of the responses, approximately 13 per cent of the provincial school superintendents, 3 per cent of the provincial governors, and 2 per cent of the senior administrators expressed their preference for the automatic equal annual salary increment policy. The distribution of the response percentages deserves special attention. Among the three groups, the provincial school superintendents rank the lowest in the Thai civil service system. The provincial governors are powerful in their provinces, but concerning the influence upon the decision for salary increment, the senior administrators in the ministries are more influential. The data above seem to demonstrate that the more powerful of the Thai administrators are, the more they tend to prefer the merit pay and not the automatic equal annual salary increment for everyone. It is obvious that so long as there is no reliable and objective device to examine performance of the individuals, salary increment decision according to the merit pay system depends solely upon "subjectivity" and "favoritism" which at the same time may cause discouragement among the personnel and may jeopardize their role performance.

For the policy of transferring the teachers who have worked for several consecutive years in the same schools to broaden their experiences and to bring about innovation, as stated in Item 42 above, the high standard deviation scores of all three groups indicated the existence of some intragroup conflict, and the significant t-value between the provincial school superintendents and the provincial governors demonstrated some intergroup conflict between these two groups. But such conflict, both intragroup and intergroup, was not serious because all three group means did not range far from one another, from 2.2 to 2.5. The means indicated that the Thai administrators tended to be uncertain about making their decisions in this matter. Traditionally, the teachers are almost the only group of Thai government officials that seldom experience transfer. It is not unreasonable to assume that this situation is one of the factors that keep the Thai teachers less innovative. As previously discussed, school teachers, like other human beings, may become people of habit in the course of their day-to-day role performance in the same old place for several consecutive years. The conception of their tasks may become so narrow that they no longer see their tasks in the broader educational context. It seems unwise to keep such teachers in the same place for several consecutive years. If transferring them is impossible, some other projects should be carried out to occasionally refresh the teachers.

CHAPTER IV

TECHNICAL AND STATISTICAL SUMMARY

I. THE PURPOSE

This chapter will present a summary of the problem, methodology, and statistical results of this study. The reader who desires first to seek an interpretive summary of the statistical results, relating them to Thai culture, Thai administrative practice, and Thai development problems, should turn to Chapter V.

The main purpose of the present study was to identify consensus or conflict in the perceptions and expectations or judgments for the roles of the provincial school superintendents in Thailand held by three groups of Thai administrators, i.e., Group 1: the provincial school superintendents, Group 2: the provincial governors, and Group 3: the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior whose functions directly and most frequently interacted with those of the provincial school superintendents. Several other groups whose expectations might affect the role behavior of the provincial school superintendent could be identified, such as the Prime Minister and his Cabinet, military groups, the National Council of Education, the National Council of Research, other governmental units, university professors, professional associations, business groups, religious groups, other civil servants, school teachers, and the lay people. The inclusion of all or part of these was beyond the scope of this study.

II. THE RATIONALE

The literature on role theory and the studies on the expectations for the role of the superintendent of schools, reviewed in Chapter I, provided a good basis for the theoretical structure of this study. A school system was regarded in this study as a social system, and a school superintendent was considered as implementing his administrative functions within the context of an interpersonal setting. The contention of this study, as derived from the results of the studies reported in Chapter I, was that the Thai provincial school superintendent's role behavior, like those of other administrators reported in the literature, was at least in part a response to the perception of expectations which his influential groups held for him. Accordingly, proper conduct of administrative roles by a Thai provincial school superintendent would not be likely to occur where the provincial school superintendent was exposed to a situation in which there were conflicting expectations for his role among the members of his influential groups. Conflicting expectations for the role of the Thai provincial school superintendent held by the provincial governor, any senior administrator of the Ministry of Education or of the Department of Local Administration of the Ministry of Interior who was regarded as superior to the provincial school superintendent would influence the administrative conduct of the provincial school superintendent. The task of this study was, then, to identify conflicting perceptions and expectations relating to the role of the Thai provincial school superintendent. Through this study, existing administrative defects in this area might be discovered and corrective measures suggested.

III. THE RESEARCH DESIGN

Null hypotheses were set forth that no significant differences existed between the perceptions of provincial school superintendents and the expectations of two of their influential groups, the provincial governors and senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. A Thai language opinionnaire form stating 50 selected functions of the Thai language opinionnaire form stating 50 selected functions of the Thai provincial school superintendent was mailed to all the provincial school superintendents, all the provincial governors, and all the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior whose functions, as considered and approved by the Office of the Under-Secretary of State for Education in Thailand, directly and most frequently interacted with those of the provincial school superintendent.

In the construction of the opinionnaire, the statements concerning the functions of the provincial school superintendent were delineated from the following sources: (1) Thai Government official documents; (2) professional literature and research studies dealing with this position; (3) information from informal interviews and reports of five former Thai provincial school superintendents and one Thai district school superintendent and from discussions with nine American county school superintendents, district school superintendents, and their assistants in the Bay Area of California; and (4) the researcher's first-hand experience in the Thai administrative system and tradition, the researcher himself being a Thai senior civil servant.

The subjects were asked to select one of the five assigned responses accompanying each statement in the opinionnaire, i.e., strongly agree, agree, uncertain, disagree, and strongly disagree. The responses were scored on the basis of "the method of summated ratings" as suggested by Edwards.[1] For professional favorable statements, the "strongly agree" response was given a score of 4; the "agree" response, a score of 3; the "uncertain" response, a score of 2; the "disagree response, a score of 1; and the "strongly disagree" response, a score of 0. For the professionally unfavorable statements, the scoring system was reversed with the "strongly disagree" response being given the score of 4; and the "strongly agree" response, the score of 0. Total scores and scores of individual items were then analyzed; the range, median, mean, and standard deviation obtained; the null hypotheses tested by the application of the analyses of variance and the t-test techniques; and the intergroup and intragroup consensus and conflict identified.

IV. THE FINDINGS

A total of 212 opinionnaire forms were distributed to the three selected groups of administrators in Thailand. The number of returns received was 185 or 87.26 per cent of all the forms sent. The usable returns consisted of the responses from 63 of the total 71 provincial school superintendents or 88.73 per cent of them, 60 of the total 71 provincial governors or 84.51 per cent of them, and 61 of all the 72 selected senior administrators or 84.72 per cent of them. The postmarks on the envelopes of the returns indicated that all the 71 provinces of Thailand were represented in this study.

The scores were analyzed by the computer (IBM 360/67) with the FORTRAN H computer language used. All the data programming and processing was done by a professional programmer at the Stanford Computation Center. The reliability of the opinionnaire, as determined by the split-half method and corrected by a Spearman-Brown formula, was found to be .91. The correlation coefficients of the administrative task area subscores with the total scores were as follows:

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[1] Allen L. Edwards, Techniques of Attitude Scale Construction, loc. cit.

Administrative Task Area	r
Community Relations	.65
Instruction and Curriculum	.89
Personnel Administration	.83
Business Administration and Services	.82

The range, median, mean and standard deviation of the total scores obtained by each group were as follows (the perfect total score being designed to be 200):

Group	Number	Range	Median	Mean	Standard Deviation
1	63	128-187	154.0	156.52	13.42
2	60	116-181	148.5	149.10	12.51
3	61	125-191	156.0	158.30	14.54
Total	184	116-191	153.0	154.69	14.09

The application of the analysis of variance and the t-test techniques to test the null hypotheses resulted as follows:

$$F_{1,2,3} = 7.75^{**}$$

$$t_{1,2} = 3.149^{**}$$

$$t_{1,3} = 0.699$$

$$t_{2,3} = 3.700^{**}$$

Note: ** = significant at .01 level
(no asterisk) = not significant

The findings above indicated that the three groups of Thai administrators in this study exhibited different perceptions and expecations for the roles of the Thai provincial school superintendents as stated in the 50 items of the opionnaire as a whole. There were significant differences between the perceptions of judgments the provincial school superintendents (Group 1) held of their own roles and the expectations of judgments that the provincial governors (Group 2) held for the same roles. Significant differences also existed between the expectations or judgments the provincial governors (Group 2) held for the roles of the provincial school superintendents and the expectations or judgments that the senior administrators in this study (Group 3) held for the same roles. But by and large, no significant differences existed between the perceptions or judgments the provincial school superintendents (Group 1) held of their own roles and the expectations or judgments that the senior administrators in this study (Group 3) held for the same roles.

It was concluded that there were conflicting expectations for the roles of the provincial school superintendents between the provincial governors and the provincial school superintendents, and between the provincial governors and the senior administrators of the Ministry of Education and the Department of Local Administration of the Ministry of Interior. By and large, there was intergroup consensus between the provincial school superintendents and the senior administrators.

What the analysis of the total scores above demonstrated was only the collective trend of perceptions and expectations or judgments found in the opinionnaire as a whole. A further analysis of scores of individual items permitted comparisons of all groups and between groups to be made for certain functions stated in individual items. For precise comprehension of the findings, the items were grouped under each category of the four major administrative task areas of the provincial school superintendents and reported separately between (1) items with no significant differences and (2) items with significant differences among the subject groups, i.e., differences at the .05 (indicated by *) and .01 (indicated by **) levels.

A. Community Relations

(1) The items with no significant differences among the three subject groups (indicated by F-ratios) or between any two of the subject groups (indicated by t-ratios) in this task area were as follows:

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
9	To make every effort to cultivate the reading habits of rural people.				3.73	3.63	3.66
	-	-	-	-	(4 = strongly agree)		
2	To join major religious or traditional meetings of the public, even though such meetings do not concur with his own belief.				3.41	3.55	3.53
	-	-	-	-	(4 = strongly agree)		
6	To keep the public informed of all movement and progress of education in each amphur (district) in the province.				3.44	3.53	3.61
	-	-	-	-	(4 = strongly agree)		
7	To ascertain the felt needs in education and vocation of each amphur in the province before planning educational programs.				3.49	3.52	3.69
	-	-	-	-	(4 = strongly agree)		
3	To offer to lay people in the province a chance to participate in the formulation of educational policy of the province.				2.89	2.60	2.79
	-	-	-	-	(4 = strongly agree)		
10	To invite anyone with potential to support provincial education to patronize educational affairs in spite of his or her personal background.				1.61	1.53	1.62
	-	-	-	-	(0 = strongly agree)		

In Item 3 above the mean scores of all three groups of Thai administrators revealed that they hesitated to agree to the proposition that lay people in the province be given a chance to participate in the formulation of educational policy of the province. In Item 10 they expected the provincial school superintendents to acquire financial support for educational affairs of the province without considering the personal background or social reputation of the donor, since the mean scores tended to fall on the "agree" response (1 = agree), even though there was some fluctuation toward the "uncertain" response (2 = uncertain). In Items 9, 2, 6, and 7, strong agreement with the statements was obvious.

(2) The items with significant differences among the three subject groups (indicated by F-ratios) or between any two of the subject groups (indicated by t-ratios) in the administrative task area of community relations were as follows:

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
5	To request that the schools prevent involvement of parents in school affairs.				3.75	3.15	3.64
	**	**	-	**	(4 = strongly disagree)		
1	To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.				3.22	2.53	3.03
	**	**	-	**	(4 = strongly disagree)		
8	To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.				3.32	3.03	3.33
	*	*	-	**	(4 = strongly disagree)		
4	To make every effort to have the classroom teachers visit the homes of all their pupils.				3.62	3.38	3.51
	-	*	-	-	(4 = strongly agree)		

The mean scores of all three groups of Thai administrators in this study in Items 5, 1, and 8 above indicated that, although differences were evident between the provincial school superintendents and their two major influential groups, they all tended to expect the provincial school superintendents to support participation of parents in school affairs, to give access to lay people to use school buildings and equipment (in this matter the mean score of Group 2 exhibited some hesitation of the provincial governors even though the score tended to show their agreement) and to let the schools participate in the programs for vocational training of the people even though the major responsibility in this matter was officially assigned to the recently established community development units. In Item 4 all of them tended to expect the provincial school superintendents to make every effort to have the classroom teachers visit the homes of their pupils for good relations between parents and schools and for better understanding of their pupils, even though the extent of agreement with this proposition tended to be significantly different between the provincial school superintendents and the provincial governors.

B. Instruction and Curriculum

(1) The items with no significant differences among the three subject groups (indicated by F-ratios) or between any two of the subject groups (indicated by t-ratios) in the administrative task area of instruction and curriculum were as follows:

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
15	To promote music appreciation of pupils through musical lecture tour programs with the cooperation of the Provincial Audio-Visual Education Unit.				2.98	3.00	3.00
	-	-	-	-	(4 = strongly agree)		

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
21	To assume leadership in the improvement of reading instruction by requesting the Provincial Educational Supervisory Unit to supervise reading instruction and reading tests in all elementary schools as a special case.				3.21	3.23	3.25
	-	-	-	-	(4 = strongly disagree)		
17	To request that the schools study local health problems and instruct all their pupils in how to solve them.				3.56	3.45	3.48
	-	-	-	-	(4 = strongly agree)		
23	To call a meeting of teachers and other related personnel at the end of every school year to evaluate the application of the curriculum and the compulsory textbooks.				3.40	3.33	3.49
	-	-	-	-	(4 = strongly agree)		
14	To hold a contest of art objects created by school pupils at least once a year.				3.30	3.40	3.46
	-	-	-	-	(4 = strongly agree)		
18	To assume leadership in the preparation of the detailed course of study, suitable for local needs, for specific use in the province.				3.51	3.32	3.38
	-	-	-	-	(4 = strongly agree)		
24	To delegate the responsibility of visiting all schools, including private schools, to other personnel.				2.54	2.48	2.57
	-	-	-	-	(4 = strongly disagree)		

According to the mean scores in Item 24 above, the Thai administrators in this study tended to be reluctant to let the provincial school superintendent delegate the responsibility of visiting schools to other personnel. The mean scores of all groups were closer to 3 than to 1 (3 = disagree). The mean scores in Items 15, 21, 17, and 14 indicated that the administrators in this study expected the provincial school superintendent to pay more attention to the promotion of instruction in some curricular areas which might be left unimplemented by the schools without his encouragement, e.g., reading, health, art, and music appreciation. In the conduct of administrative functions relating to school instruction and curriculum, the data in Item 11 indicated that the provincial school superintendent was expected not to take any unofficial directions from anyone even though such a person was senior to him in the Thai civil service ranking system. In the administrative task area of curriculum development and evaluation, as stated in Items 18 and 23, the mean scores confirmed that the Thai administrators in this study expected the provincial school superintendents to assume leadership in the preparation of the detailed course of study, suitable for local needs and specific use in the province, and to evaluate the application of the curriculum and the compulsory textbooks at the end of every school year, with the cooperation of teachers and other related personnel.

(2) The items with significant differences among the three subject groups (indicated by F-ratios) or between any two of the subject groups (indicated by t-ratios) in the administrative task area of instruction and curriculum development were as follows:

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
12	To request that the schools prevent involvement of the pupils in the planning of instructional programs and other school activities.				3.32	2.22	2.98
	**	**	**	**	(4 = strongly disagree)		
25	To select the textbooks to be required for compulsory use in the province from the list of textbooks authorized by the Ministry of Education with his own knowledge and experience only.				3.54	3.15	3.46
	**	**	-	**	(4 = strongly disagree)		

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
19	To evaluate, at least once a year, school instruction in some grade levels with a standard test of the province which does not interfere with the final tests of the province.				3.35	3.03	3.26
	*	*	-	*	(4 = strongly agree)		
20	To assume leadership in the conduct of research on education in the province and the publication of its findings.				3.49	3.27	3.54
	*	*	-	*	(4 = strongly agree)		
22	To extend the supervisory services of the Provincial Educational Supervisory Unit to schools of all categories existing in the province.				3.43	3.32	3.53
	-	-	-	*	(4 = strongly agree)		
16	To assume leadership in the establishment in the schools of accident prevention and safety education programs which would be suitable for local conditions of the province.				3.35	3.27	3.49
	-	-	-	*	(4 = strongly agree)		
13	To assume leadership in the establishment of a provincial special school for slow learning and handicapped children.				3.21	3.05	3.33
	-	-	-	*	(4 = strongly agree)		

In Item 12 above the provincial school superintendents exhibited the strongest disagreement with the statement that the schools should prevent involvement of the pupils in the planning of instructional programs and other school activities. The senior administrators showed some disagreement, while the provincial governors were not quite certain about disagreeing, even though their mean score tended to show a certain amount of disagreement. It was concluded that there was intragroup conflict among the Thai administrators in this study concerning the role they expected the provincial school superintendents to play concerning the participation of pupils in the planning of the instructional programs and other school activities. However, the data indicated that the provincial school superintendents tended to desire the schools to seek participation of the pupils in the planning of instructional programs and other school activities.

In Item 25 the mean scores of all three subject groups indicated that the Thai administrators in this study did not expect the provincial school superintendent to assume full power in the selection of textbooks for compulsory use in the province, even though he would select them only from the list of books suggested by the Ministry of Education. However, differences in the degree of such expectations existed.

With some degree of intergroup conflict, the mean scores in Items 20 and 19 indicated that the Thai administrators in this study expected the provincial school superintendents to assume leadership in the conduct of research on education in the province and to evaluate at least once a year school instruction in some grade levels with a standard test of the province.

In Items 22, 16, and 13, the provincial governors and the Senior administrators exhibited conflicting expectations for the roles that the provincial school superintendents should play in the extension of the supervisory services to cover all categories of schools in the province, the establishment of some programs on accident prevention and safety education in the schools, and the establishment of a special school for slow-learning and handicapped children in the province. An examination of the mean scores of these two groups indicated that the senior administrators showed stronger agreement with these items than that shown by the provincial governors.

C. Personnel Administration

(1) The items with no significant differences among the three subject groups or between any two of the subject groups for the administrative task area of personnel administration were as follows:

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
28 To hold a provincial teacher convention once a year for professional development and for the social meeting of teachers.					3.35	3.37	3.34
	-	-	-	-	(4 = strongly agree)		
40 To call a meeting of all school principals at least once a school term for the exchange of opinions and the evaluation of performance.					3.25	3.13	3.30
	-	-	-	-	(4 = strongly agree)		
29 To conduct an orientation program at the beginning of every school year for new teachers and those who are newly transferred into the province.					3.40	3.43	3.56
	-	-	-	-	(4 = strongly agree)		
36 To provide a sight-seeing tour service to the teachers to broaden their experiences at least once a year.					3.11	2.97	3.10
	-	-	-	-	(4 = strongly agree)		
37 To hold a training seminar on professional education for the teachers in the province every summer.					3.30	3.21	3.36
	-	-	-	-	(4 = strongly agree)		
39 To act alone in rewarding or punishing the government teachers in the province.					2.56	2.65	2.90
	-	-	-	-	(4 = strongly disagree)		

Item		$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
32	To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.					2.11	2.13	2.10
		-	-	-	-	(4 = strongly agree)		

It was obvious that intergroup concensus for the five functions of the provincial school superintendent as stated in Items 28, 40, 29, 36, and 37 existed among the Thai administrators in this study. In developing and maintaining personnel, the provincial school superintendents were expected to hold an annual provincial teacher convention to call a meeting of school principals once every school term, to conduct an annual orientation program for new teachers, to hold an annual in-service training seminar for teachers, and to provide a sight-seeing tour service for the teachers to broaden their experiences at least once a year.

Im promotion or demotion of the government teachers in the province, as stated in Item 39, the provincial school superintendents were not expected to act alone; in other words, they were not expected to possess full power in this matter. However, the low mean scores of all three groups seemed to show that they were not quite certain in this matter. Concerning the recommendation for permission of teachers' leave for study in Item 32, all of the Thai administrators in this study were not certain either, even though the mean scores tended to fluctuate a little toward the agreement that the needs of the province should be considered before permitting teachers' leave for study with full payment from the salary schedules of the province. However, evidence was not sufficient to conclude that the Thai administrators in this study expected the provincial school superintendents to regard the needs of the province as most important in recommending permission for such leave.

(2) The items with significant differences among the three subject groups or between any two of the subject groups in the administrative task area of personnel administration were as follows:

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
34	To evaluate the performance of teachers, in considering their promotion, without cumulative performance records of individual teachers.				3.18	2.78	3.15
	**	**	-	**	(4 = strongly disagree)		
38	To read significant professional journals on education regularly.				3.70	3.38	3.67
	**	**	-	**	(4 = strongly agree)		
35	To publish a monthly newsletter informing the teachers of all the schools of movements in education.				3.33	3.08	3.34
	*	*	-	*	(4 = strongly agree)		
31	To select teachers to fill vacant teaching positions without the involvement of the school principals.				2.95	2.63	3.02
	*	*	-	*	(4 = strongly disagree)		
41	To make a policy to make an equal "one-step" annual salary increment to all the government teachers.				1.06	0.95	0.72
	*	-	*	-	(0 = strongly disagree)		
42	To recommend the transferring of any teacher who has worked in any school for several consecutive years, with a view to broadening his experience and promoting his innovation.				2.19	2.53	2.30
	-	*	-	-	(4 = strongly agree)		

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
30	To prepare an official teacher's handbook, for free distribution to all teachers, which will explain the provincial systems of education and administration and introduce the administrative personnel of the province.				3.11	3.15	3.33
	-	-	*	-	(4 = strongly agree)		
33	To encourage the schools to provide a social party for recreation of all their teachers from time to time.				2.68	2.93	3.00
	-	-	*	-	(4 = strongly agree)		

In Items 41, 42, 30, and 33 above, significant differences existed between the perceptions the provincial school superintendents held of their own roles in this task area of personnel administration and the expectations that the senior administrators in this study held for the same roles. Of all three groups, the senior administrators showed the strongest disagreement with the method of automatic annual equal salary increments as implied by the statement in Item 41, while the provincial school superintendents exhibited the least disagreement. However, in an examination of the mean scores it was evident that, unlike the American school system, the Thai school system did not accept the method of automatic annual equal salary increment as the best policy. Even though reliable measures to support the merit system of salary increment were not yet available at the time, the Thai administrators in this study preferred the merit system. By the merit system method of salary increment the administrators meant the "two-step" salary increment for some, and the "one-step" salary increment or "nothing" for another, according to the judgment of the superior. In Item 42, the Thai administrators in this study were not all quite certain, even though they tended to expect the provincial school superintendent to transfer the teacher who had worked in any school for several consecutive years so that his experience would be broadened and his innovation would be brought about. The data in Items 30 and 33 indicated that the senior administrators expected the provincial school superintendents to prepare an official teacher's handbook for free distribution to their teachers and to encourage the schools to pay more attention to the promotion of recreation and welfare of their teachers; for instance, to provide an occasional social party for their recreation. The provincial school superintendents seemed to be less interested in this matter, as their mean scores were lower than those of the senior administrators.

In Items 34, 38, 35, and 31, the data indicated that no differences existed between the senior administrators and the provincial school superintendents. The mean scores obtained by these two groups were almost equal. Conflict existed between the perceptions of the provincial school superintendents and the expectations of the provincial governors (Groups 1 and 2) and between the expectations of the provincial governors and the senior administrators (Groups 2 and 3). Since the mean scores of these four items were above 2.50, it was not unreasonable to conclude that almost all the administrators in this study expected the provincial school superintendents to prepare some cumulative records of performance of all teachers which would be used in considering their promotion, to improve their own knowledge by self-reading of significant professional journals on education regularly, to issue a certain monthly newsletter to keep the teachers well informed of movements in education or at least to keep communication between the school superintendent and teachers, and to consult the school principals in the selection of new teachers for their schools (the senior administrators expressed strongest agreement in this matter, according to their greatest mean score).

D. Business Administration and Services

(1) The items with no significant differences among the three subject groups or between any two of the subject groups in the administrative task area of business administration and services were as follows:

Item		$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
49	To arrange to have educational psychologists in the office of the provincial school superintendent to provide advisory services on pupils' psychological problems to the schools.					3.21	3.13	3.16
		-	-	-	-	(4 = strongly agree)		

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
50	To assume leadership in the establishment of a provincial private foundation for the awarding of scholarship grants, in addition to the government scholarship programs, to poor but excellent pupils.				3.38	3.32	3.43
	-	-	-	-	(4 = strongly agree)		
52	To give a helping hand to the schools in arranging of anything convenient for the pupils to go to and to return from their schools, according to local necessity.				3.27	3.22	3.34
	-	-	-	-	(4 = strongly agree)		
47	To assist the private school teachers in the establishment or operation of the provincial association of private school teachers.				2.81	2.75	2.95
	-	-	-	-	(4 = strongly agree)		
48	To arrange a free physical examination at least once a year for all the teachers.				3.27	3.26	3.43
	-	-	-	-	(4 = strongly agree)		

In Item 47 above, even though there was a certain degree of consensus among all the Thai administrators in this study that the provincial school superintendents should assist the private school teachers establish or operate a provincial association of private school teachers, the mean scores obtained were not much greater than a score of 2 (equaling uncertain response). This indicated that the Thai administrators in this study were not certain whether or not to expect the provincial school superintendent to assume the responsibility of encouraging or assisting the private school teachers to establish or to operate their private school teachers association in the province. The other four items above exhibited consensus among the administrators in this study. They expected the provincial school superintendent to recruit an education psychologist who would provide advisory services to the schools, to initiate the establishment of a private foundation in the province so that it might award scholarship grants to poor but excellent pupils, to render the schools some support in arranging proper transportation or other facilities needed in the local community for their pupils, and to arrange an annual free physical examination for all the teachers in the province.

(2) The items with significant differences among the three subject groups in the task area of business administration and services were as follows:

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
53	To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.				3.27	2.38	3.10
	**	**	-	**	(4 = strongly agree)		
44	To assume leadership in the establishment of a center for school books and instructional materials which would be suitable for various curricular subjects of all grades for all the schools.				3.19	3.00	3.43
	**	-	*	**	(4 = strongly agree)		
45	To make every effort to prevent the spending of money made from the annual school fair for other purposes than those concerned with school affairs.				3.18	3.07	3.41
	*	-	-	**	(4 = strongly agree)		

Item	$F_{1,2,3}$	$t_{1,2}$	$t_{1,3}$	$t_{2,3}$	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$
51	To arrange a free physical examination at least once a year for all the pupils.				3.35	3.25	3.49
	-	-	-	*	(4 = strongly agree)		
46	To assume leadership in the establishment of the faculty club for amphur (district) school teachers in one of the schools in each amphur.				2.40	2.08	2.44
	-	-	-	*	(4 = strongly agree)		

In Item 46 above there was some conflict between the provincial governors and the senior administrators in this study concerning the establishment of a faculty club for teachers in each district. The senior administrators exhibited greater interest in this matter than did the provincial governors. Since the mean scores were not much greater than 2 (indicating uncertain response), it was concluded that the Thai administrators in this study were not certain whether or not to expect the provincial school superintendent to assume responsibility in this matter, even though they tended to agree with this proposition to some extent.

In Item 53, the data indicated that the provincial school superintendents themselves and the senior administrators expected the provincial school superintendents to request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development and to accept the least amount of support from the national government. The provincial governors, as the chief executives of the provincial government, were uncertain about agreeing with the proposition.

In Items 44, 45, and 51, even though differences existed, the Thai administrators in this study tended to expect the provincial school superintendent to arrange for the establishment of a center for school books and instructional materials in the province which all the schools might use, to prevent the spending of money made from the annual school fair for other purposes besides the school affairs, and to arrange an annual free physical examination for all the pupils.

The application of the histograms as presented in Appendix E demonstrated that there was not a single item that had all the responses in only one response category. This implied that there was no perfect intragroup consensus in any group of the respondents. However, in some items the responses were not distributed to cover the entire range of the five assigned response categories. In this study it was considered that some intragroup consensus existed if the standard deviation scores of any items obtained by any group were very low and the responses were distributed to cover only two response categories, i.e., "strongly agree" and "agree," or "strongly disagree" and "disagree." Using this recognition as a basis, the intragroup consensus was found as follows:

Among the provincial school superintendents themselves, it was agreed that they should encourage the schools to seek participation of parents in school affairs (Item 5). They felt it was their role to encourage the schools to study community health problems and to instruct the pupils in how to solve such problems (Item 17). In order to improve their own knowledge, all the provincial school superintendents in this study agree that they should read significant professional journals on education regularly (Item 38).

Among the provincial governors, all of them expected the provincial school superintendents to join major religious or traditional meetings of the public (Item 2), to ascertain the felt needs in education and vocation of each amphur (district) before planning educational programs (Item 7), to make every effort to cultivate the reading habits of rural people (Item 9), and to arrange an annual teacher convention in the province for professional development and social meeting of teachers.

Among the senior administrators in this study there was intragroup agreement that the provincial school superintendents were expected to join major religious and traditional meetings of the public (Item 2), to let the schools assist in the vocational training of the people in the community (Item 8), to read significant professional journals on education regularly (Item 38), and to arrange an annual free physical examination for the teachers (Item 48).

In this study it was considered that the items that exhibited the highest intragroup conflict were those with the highest standard deviation scores, and with the responses distributed to cover the entire range of the five assigned response categories. These items were as follows:

Among the provincial school superintendents, conflicting perceptions were expressed of their own roles as stated in Items 1, 3, 10, 24, 32, and 39. The statements in these items were concerned with the functions dealing with the following administrative problems: (1) public use of school buildings and equipment, (2) participation of the people in the formulation of provincial educational policy, (3) financial support of provincial education by private citizens, (4) supervision of public and private schools, (5) teachers' leave for study, and (6) promotion and punishment of teachers.

The items which exhibited the most intragroup conflict among the provincial governors were Items 1, 10, 12, 13, 24, 32, 29, and 53. The statements in these items were concerned with the functions of the provincial school superintendents in the following administrative phases: (1) public use of school buildings and equipment, (2) financial support of provincial education by private citizens, (3) participation of pupils in the planning of instructional programs and other school activities, (4) special education for slow-learning or handicapped children, (5) supervision of public and private schools, (6) teachers' leave for study, (7) promotion and punishment of teachers, and (8) educational budget and percentage of local taxes to be given for provincial education.

The senior administrators in this study exhibited more conflicting expectations for the roles of the provincial school superintendents among themselves than did any other groups. Their intragroup conflict existed in Items 1, 10, 12, 31, 32, 33, 42, 46, and 53. The statements in these items were concerned with the functions of the provincial school superintendents dealing with the following problems: (1) public use of school buildings and equipment, (2) financial support of provincial education by private citizens, (3) participation of pupils in the planning of instructional programs and other school activities, (4) participation of the school principals in the selection and recruitment of teaching personnel, (5) teachers' leave for study, (6) teachers' recreation and welfare, (7) establishment of the faculty club for teachers in each district, (8) transferring of the teachers having worked in one school for several consecutive years, and (9) educational budget and percentage of local taxes to be given for provincial education.

CHAPTER V

INTERPRETIVE SUMMARY

This chapter presents the major results of the study in a context of Thai culture, Thai administrative practice, and Thai developmental problems. Most of the interpretive commentary in this chapter follows rather closely from the statistical materials summarized in the previous chapter. In some respects, however, it goes beyond the statistical data in a deliberate attempt to place the findings in the Thai cultural setting, to interpret these findings in terms of the realistic possibilities for policy and administrative change within the structure and subculture of Thai administration, and to relate the findings to the history, trends, and potentials of development in Thailand. A number of colleagues who read this study in manuscript have urged, in this final chapter, my drawing upon sixteen years' experience in the Thai educational system in order to more adequately relate the preceding findings to the "real world" of decision making in Thailand. Statements in this chapter which are frankly speculative will be clearly so labeled. However, there is invariably a problem of deciding how far beyond one's tabular results one is justified in moving before justifiable speculation yields to rampant bias. Being aware of this problem, I have attempted to confine my remarks to the former.

As was pointed out in Chapter I, this study viewed the role of the provincial school superintendent through the perceptions of three groups: the superintendents themselves, the provincial governors, and a group of senior administrators in the Ministry of Education and in the Department of Local Administration of the Ministry of Interior. The study took the position that, in general, the effectiveness of provincial school administration will be greater where there is consensus within and between these groups as to what a superintendent should do on his job. Further, this study took the position that "development" is earnestly desired by the Thai people and government, and that, therefore, it is desirable that such consensus be oriented in the direction of development. Accordingly, a sample of the three above-mentioned categories of people was asked a series of 50 questions, each of which was scored in terms of the degree of "modernity," "developmental orientation," and "democraticness" of the response.

I. Implications of General Findings

The findings summarized in Chapter IV clearly indicated the existence of incongruence of perceptions and expectations for the roles of the school superintendents among the three respondent categories. Of these three categories, the provincial governors were in many respects the most interesting. The governors had not only the lowest mean scores in terms of development orientation, but they also had the lowest standard deviation scores. That is, the governors were less oriented to the utilization of education to promote democratic participation and overall modernization than were the superintendents or the senior administrators. Not only this, but the standard deviation around the mean scores of developmental orientation were lowest for the governors. These two phenomena deserve cultural interpretation.

Why should the governors score lower in developmental orientation, when responding to items concerning the role of the superintendent? First, it seems clear that the governors, naturally enough, know less about education and its potential for development than do members of the other two respondent categories. Few if any governors are products of training in professional education. It is to be hoped that, in the next few years, concerted efforts will be made by leading educational thinkers in Thailand to more adequately acquaint the governors with the need for certain types of policy and administrative change -- change designed to more adequately promote the kind of local education that, in turn, will promote development, modernity, and democratic participation at the local level. To say this, it should be noted, is not to place blame on any one party. If the governors have been remiss in their understanding, the educational thinkers and policy makers in Thailand have also been remiss in their communication with the governors. A dialogue is needed.

A second major reason explaining the lower mean scores of the governors is that their role is a broad one which understandably places priority emphasis on the maintenance of law and order. It is understandable and proper that a governor's time and effort be oriented to this goal as one of higher priority than any other. Nonetheless, in those provinces where law and order are relatively well under control, the needs of a modern and democratic Thailand will best be served if governors are encouraged to give second priority attention, and a considerable amount of it, to questions involving the use of education in promoting development.

A third plausible explanation for the lower mean scores of the governors arises from the fact that decentralization and democratic local participation are widely believed to be elements in any plan for Thailand's development. Yet it is only natural that a governor, especially one long accustomed to making binding decisions in a given province, would hardly be enthusiastic about any suggestion that this personal power be markedly or rapidly diminished.

At this point it is essential to distinguish between mere decentralization on the one hand, and decentralization-with-participation, on the other. None of the fifty items on the opinionnaire permitted one to separate governors' attitudes toward decentralization which might actually result in placing more power in the hands of the governor, from decentralization-with-democratic participation. Such a concern was beyond the scope of the present study and, hence, all items which dealt with decentralization simultaneously included democratic participation. Nonetheless, on cultural grounds it seems plausible to suppose that governors do, in fact, make this perceptual distinction. Democratic participation by local people in developmentally oriented activities is a distinctly new feature of up-country Thailand, and such participation naturally raises anxieties among governors and other officials concerned with the maintenance of law and order. Clearly, no participation at all would, in a limited sense, make a governor's job easier. It would also, however, fail to harness an enormous amount of social energy which is now largely directed, or dissipated, into purely village and traditional activity, but which could easily be redirected into developmental channels. The question of how much possible breach of law and order should be risked so as to realize how much gain in developmental terms is a deep philosophical question indeed. My own philosophical position is that governors should encourage such participation, and should encourage officials like the provincial school superintendent to utilize the schools so as to foster this participation. Clearly, there are maximum limits beyond which such relaxation of control should not be permitted to go, and, in theory, there would appear to be an optimum rate for the growth of local participation.

From a developmental point of view it is notable and encouraging that the most liberal average position with respect to local participation was that taken by the provincial superintendents, while the central administrators were lower in their mean scores (yet still con-considerably higher than the governors).

The explanation for the fact that the governors obtained, in general, the lowest standard deviation scores would appear to lie in the background and socialization of the governors. Generally, a governor has been trained in law or political science, with some specialization in general public administration. Most of the governors have also been subjected to intensive recent socialization in the form of in-service training seminars lasting thirty to forty-five days, in which as many as half of all the governors in Thailand would assemble at an isolated hotel or resort, where they would be in virtual 24-hour contact with each other, in a residential unit away from their families.

Such a "cultural island" approach to resocialization has often proven useful in the past, and it seems reasonable to speculate that this approach has contributed to the smaller standard deviation scores of the governors. It is also not surprising that the second lowest standard deviation scores, generally, were registered by the superintendents, with the highest scores found among the senior administrators. This last group is recruited from a wider variety of backgrounds and represents a wider variety of professional specialties than does the category of superintendents.

Interestingly, the senior administrators had the highest mean scores in terms of developmental orientation. These administrators are generally recruited from high socioeconomic strata, and respond to modern stimuli from a variety of sources, media, and reference groups. Probably more of them have been educated at the graduate level in Western countries than is true of the governors, and certainly more of them have had this Western exposure than is true of the superintendents.

Generally speaking, the superintendents fell between the senior administrators and the governors both in terms of mean scores in developmental orientation and in terms of standard deviation about these means. This suggests that their commitment to develop through education is relatively stronger than that of the governors, and that their consensus is relatively higher than that of the senior administrators. Again, this result is understandable in terms of the role situation in which the superintendent finds himself. His overall professional preparation and education has been, in most cases, somewhat narrower than that of the senior administrators. Moreover, he leads a relatively more isolated life, away from the immediate stimuli of development-oriented thinking which characterizes Bangkok.

Generally, the mean scale scores and standard deviation scores of the superintendents suggest a tendency toward moderation in the expression of opinions. Such moderation is fully congruent with the mode of expression culturally expected of a superintendent in his working situation in an up-country province. In staff meetings, the superintendent is technically free to speak his mind, but culturally expected, in most cases, not to take a position at great variance with the position taken by his superiors, that is, either the governor who is physically present at the staff meeting, or his senior technical officers in various departments and divisions of the Ministry of Education in Bangkok. By contrast, both the governors and some senior officials are in positions of broader decisive authority, and inclined to be more accustomed to taking "strongly agree" or "strongly disagree" type positions on issues.

Possibly the single overriding conclusion from the data summarized in Chapter IV is that greater and more meaningful participation is required at all levels of educational decision-making in Thailand. Among the senior administrators, among the governors, and among the superintendents, there is need for communication. There is also a need for members of these three categories to listen, perhaps more attentively than they have in the past, to the various technically qualified educators on their staffs. By the same token, there is need for such technically qualified specialists to develop improved communication skills by which they may communicate with their superiors without causing undue psychological threat.

To some degree, however, the reduction of incongruence in the perception of the superintendent's role is an irrelevant issue. That is, if one assumes that educational administration in Thailand is much too highly centralized anyway, then the overall strategy for utilizing education to promote development is clear. This strategy involves decentralization with participation. It seems clear that the time has come in Thailand for provincial boards of education to be established in some fashion which will provide for participation by both the local people and the government officials stationed in that province. In most provinces, it is probably true by now that there is a sufficient pool of non-official talent so that the sharing of decision-making power with locally elected or appointed leaders is a risk that can be taken without unduly threatening the entire integrity of the administrative process. Clearly, to the extent that such local boards can be made to work, it will begin to matter somewhat less whether or not the governor and the superintendent perceive the role of the superintendent, or the process of utilizing education to promote development, in precisely the same light. Such a devolution of power, in short, permits local leadership to have a voice in the establishment of norms and goals and, to some extent, renders the particular opinions and values of the governor and the superintendent less important. While such devolution of decision-making power should, and indeed must, proceed slowly and deliberately, it nonetheless constitutes, in my view, the best overall strategy for promoting in Thailand not only the modernization of economics and technology, but the modernization of the polity itself. Whether such boards would prove to be more sophisticated and active in utilizing education to promote development is, however, a distinctly separate question.

II. Major Administrative Task Areas

In addition to the general interpretive conclusions just discussed, there are a number of such interpretations that may be made with respect to the four major administrative task areas covered in the opinionnaire: community relations, curriculum and instruction, personnel administration, and business administration and services. Each of these is discussed below.

1. Community Relations

Opinionnaire items regarding community relations revealed that the three groups of respondents all tend to verbalize great concern for the welfare of the people and the development of local communities. This concern is, however, definitely colored by a paternalistic tradition, as well as by a concern on the part of the official net to yield any of his decision-making power to local citizens. All three groups seemed to expect, for example, that the provincial school superintendent should seek the financial support and other assistance of local people in order to promote and build local education; all three groups hesitated, however, to accord to the people in the provinces a coordinate opportunity to participate in the formulation of provincial education policy. In defining the role of the school superintendent, there seemed, moreover, to be competition for administrative power between the representatives of the Ministry of Education and those of the Ministry of Interior.

The mean scores on items concerning decentralization and participation quite uniformly suggested that all three categories of respondents are hardly likely to puch hard for these twin ideals. For example, approximately 30% of all respondents either disagreed, or were uncertain, as to whether to offer the people in a province the opportunity to participate in the formulation of educational policy. This figure should be interpreted as a minimum figure; it seems plausible that the actual percentage of officials who would, in effect, oppose such devolution of power would perhaps be considerably higher. This statement is based on the broader conclusion that administrators in Thailand may often verbalize democratic ideals while actually behaving otherwise.

One encouraging sign is that the school superintendents had the highest mean score on items involving citizen participation in educational affairs. While it is true that the superintendents as a group have considerably less power than do the governors or the central administrators, nonetheless the superintendents do have certain opportunities to move in the direction of participatory government, if they are determined to do so. The system of appointed or elected provincial school boards suggested above requires new enabling legislation from the National Assembly, and is hence problematic. There are, however, many other actions a superintendent can take which require no such enabling legislation, which are not expensive, and which could, at least on an experimental basis, be implemented immediately. For example, there is no reason why a superintendent could not convene an unofficial advisory committee of lay citizens to meet with him once a month or so and advise him on policy questions involving education in his province. Service on such a committee would be valuable preparation for a citizen who might eventually become a member of an official provincial education board. The superintendent could also encourage the formation, on an experimental basis, of local parent-teacher groups, carefully adapted from the Western model so as to fit Thai cultural conditions. Alternatively, organizations of supporters of a given school could be encouraged to offer advice on a limited range of problems applying to that school. Boards of trustees could be appointed to support public schools in a province. Perhaps most important, the superintendent could encourage innovative school principals in his province to establish, and work with, meaningful structures of student government; thus the next generation would be achieving a type of political skill and sophistication appropriate to the participatory role which they will probable need to face.

It should be made clear that although none of the three categories of respondents is greatly committed to responding to opinions, sentiments, and demands from local people, this by no means implies a harsh or isolative position. On the contrary, all three categories share the belief that development is a good thing, that the people should be informed of decisions on education policy, that literacy and vocational education should be promoted, that officials should attend meetings and rituals of purely village or local concern whether they are in the mood to do so or not, and that superintendents should inform themselves of local conditions before making decisions affecting the local people. If we are to take these verbalized attitudes at face value, then, we may conclude that the respondents are genuinely benevolent and responsible, but not likely to be responsive to locally articulated interests and demands. In short, most of these respondents would appear to have adopted a developmental point of view, without yet having adopted the attitudes toward political participation which are implied by the foregoing attitudes and the events that they foreshadow. In other words, the position is here taken that it is not possible to make a population highly literate, highly educated, and highly skilled, and yet expect that same population to desist from articulating demands upon the political system. As insurance for Thailand's political future, therefore, it is urged that all possible means be utilized to prepare the people -- both adults and children -- now for the participatory roles they will probably need to play in the future as Thailand modernizes.

2. Curriculum and Instruction

Several major themes emerged from the analysis of opinionnaire items on curriculum and instruction. The superintendents, governors, and central administrators all agreed, roughly in that order, that considerable decentralization of administrative control is needed with respect to curriculum and instruction. There was consensus that the superintendent, presumably acting under central government guidelines, should coordinate and provide local leadership for programs designed to improve instruction and curriculum content, make the curriculum more relevant to local conditions, and conduct action-oriented research on the local effectiveness of a given curriculum or instruction approach. The extent of this consensus, and especially the agreement on the part of the central officials, strongly suggests that professionalization of the Thai bureaucracy has now progressed to the point where local differences are recognized and respected, and where the respondents have sufficient confidence in the quality of local officials to deem it appropriate that these officials be given considerable latitude in dealing with these local problems. On the other hand, once again it is apparent that while the theme of decentralization and democratization within the bureaucracy is favored, the theme of devolution and democratic communication between the bureaucracy and the local people is not.

In Thailand, the Department of Educational Techniques of the Ministry of Education has full power in the preparation of all school curricula or syllabi and required textbooks for use in the schools throughout the nation. The result has been numerous rigidities in the curriculum; for example, secondary students residing several hundred miles from the ocean coast might be exposed to a unit or salt water fishing. In the past, some observers and central government authorities apparently have assumed that local teachers and other school administrators to remote provinces expect ready made materials for use in their schools without the exertion of their own energy. The findings of this study indicated that contrary to the assumptions of these central authorities, the respondents in this study -- including the central officials -- wanted the individual provinces to prepare the details of the course of study to suit their own needs and purposes. In addition, they tended to agree with the proposition that the provincial school superintendents should hold a meeting of teachers and other related personnel at the end of every school year for evaluation of the applicability of the school curriculum and required textbooks. The resolution of the meeting might serve as recommendations to the Ministry of Education for further consideration or improvement of either the curriculum or the required textbooks, or both. However, Item 25 should that the respondents do not believe that the provincial school superintendents alone should decide the selection of the textbooks for use in the schools. It is likely that most of them would favor a special committee with some specialists as consultants to decide the selection of the textbooks. Further study in depth is greatly needed to determine the issue of freedom of individual provinces in preparing their own curricula and selecting their own textbooks. The national government should give serious consideration to the possibility of setting only the guidelines, thus giving more freedom to individual provinces in dealing with this matter.

It would seem advisable for superintendents to make rather frequent visits to schools in their provinces so as to have a realistic perception of the state of instruction and learning. A first glance at the tabular information in Item 24 would suggest that this opinion is widely shared among governors, central administrators, and the superintendents themselves, and in that order. One is given reason for pause, however, by the fact that the superintendents are less inclined to believe that such visits should not be delegated than are the other two types of respondents. Why should this be so? On the basis of impressionistic evidence, it is suggested that there are a fair number of superintendents who prefer to remain in their offices in order to handle business and administrative matters, as distinct from curriculum and instructional matters. Remaining in one's office is, moreover, a means of maintaining contact with the governor and with visiting officials from Bangkok -- all of which might be perceived as having some relevance to one's progress and promotion within the system. A partial explanation for the fact that the governors are most eager to have superintendents make school visits could perhaps be couched in terms of political penetration. Especially in provinces subject to insurgent threat, it seems probable that the governor is eager to have all of his senior officials get out into contact with the people throughout his province. Not only does this give the governor additional sources of information about the law and order situation, but it also symbolically serves to demonstrate the presence of the government in every corner of the province. In fairness to both the superintendents' and the governors' points of view, it should be added that in many provinces vehicles are scarce and transportation extremely difficult, many roads being closed during the rainy season. However, it should be noted with some concern that the above suggested explanatory pattern, if it could be demonstrated through new data to be correct, would seem to show that neither the superintendents nor the governors necessarily hold professional education considerations foremost in their minds.

A related professional question is that of examinations. For the past several years every public and accredited private elementary and secondary school in Thailand has had the right to devise and administer its own promotional tests. Despite this, there is no legal reason why a provincial superintendent may not require all students in a given category to take a standard test prepared, or arranged through, his office. Such tests could serve a valuable diagnostic purpose, and could pinpoint certain problem areas and weaknesses in the instructional program of particular schools. Once such weaknesses are discovered, the superintendent and his office can make every effort (Item 22) to extend supervisory services in an appropriate fashion. Neither of these two closely related questions occasioned any substantial amount of dissensus among the respondents.

A final technique of reality-testing is research, especially research oriented to planning and to administrative action. The central administrators and provincial superintendents seem quite willing to assign this research function to the superintendents. The governors seem less willing to agree, perhaps because they have less confidence in the utility of such research, or perhaps because they have less confidence in the ability of locally available personnel to carry out such research responsibly and professionally. It is also possible that a minority of the governors conceive research -- even though carried out under their general control -- as something of a threat.

The issue of student participation in the planning of instructional programs (Item 12) and other school activities caused great conflicting opinions expressed by all three groups of respondents. The superintendents and the central administrators tended to agree that students should participate, but approximately forty-nine per cent of the provincial governors either wanted the superintendents to prevent student participation in such activities or were uncertain as to whether they could support the idea. The provincial governors seemed to consider the planning of instructional programs and the operation of school activities to be the responsibilities of the schools and not the students. This phenomenon occurred because the provincial governors who were supposed to keep law and order in the provinces might not want to risk giving opportunity to the students to cause any trouble.

Perhaps the governors were showing an intention to foreclose every possible opportunity for the overt expression of such student unrest as may now exist, or exist in the future. The memory of student unrest in Bangkok in 1957 is still fresh. In that year, a major demonstration occurred in front of Government House in which Bangkok University students protested alleged election frauds; not long thereafter, Marshal Sarit took effective control of the government away from Marshal Pibul. One may sympathize with the caution of the governors, whether based wholly or just partly on these considerations. Nonetheless, one must also bear in mind the evolving political needs of Thailand as a developing country, and the need, already discussed, for Thailand's future political leaders to develop experience in participatory deliberation. Much experimentation and evaluative research are needed to work out a policy which will provide for the accommodation of future responsive needs, without upsetting the present administrative process.

3. Personnel Administration

Personnel policy within Thai education should place strong emphasis upon those procedures and rewards which will encourage ambitious and conscientious teachers and educational administrators to upgrade their professional qualifications. There is no shortage of ambitious personnel in the Thai educational system. However, the system requires careful scrutiny of its procedures and rewards. Unfortunately, the system in many respects fails to encourage promotion on the basis of professional quality and performance. A secondary theme of particular importance in the present transitional phase of Thai administrative development is that even where the system does permit or encourage a given province to offer professional upgrading opportunities to its educational personnel, all too frequently those personnel, once upgraded, do not return to serve the province that has paid for their upgrading.

As was discovered in previous sections within this chapter, all three categories of respondents revealed positive and developmentally oriented attitudes toward certain general policy questions, yet revealed traditional and developmentally unproductive attitudes toward certain selected, crucial behavioral issues.

With respect to salary increment, all three categories of respondents were in favor of the so-called differentiated salary increment plan. Under this plan, which is currently in force in the Thai government, it is possible for a teacher or educational administrator to be given a two-step salary increment in a particular year, rather than the more or less automatic one-step increment. This system is believed to reward those civil servants who are particularly diligent and effective. In my view, however, the meritocratic rewards resulting from this system are more than counterbalanced by the disadvantages of particularism and favoritism, and, indeed, even nepotism. It would seem that the system would progress more rapidly, and promote development more effectively, if a truly objective device were available for the evaluation of professional performance. Such a device is, lamentably, not yet available. This being the case, there could be a policy which would adhere generally to the principle that every civil servant receive a one-step increment each year. There could also be a system whereby officials receiving advanced degrees would be given very substantial, multi-step promotions upon receipt of their degrees.

It is interesting that the central administrators favored the differentiated salary increments most strongly, followed by the governors, followed by the superintendents. In short, the greater the power currently enjoyed by a respondent with respect to the awarding of differentiated salary increments, the more likely that respondent was to favor such a policy. Clearly, this suggests that responses to this item (Item 41) have been conditioned by more basic attitudes toward the maintenance of the status quo with respect to administrative power.

With respect to a number of general areas, the results revealed broad agreement. There was a consensus, for example, regarding the desirability that the superintendent arrange orientation programs for new teachers, provide in-service training seminars for teachers desiring such training, hold teachers' conventions at least once a year for professional development and morale purposes, arrange low-cost voluntary sightseeing tours, and the like. There was also consensus that superintendents ought to publish handbooks, monthly newsletters, and similar materials. Communication and consultation with school principals and with teachers were also positively evaluated. In short, these responses suggest a definitely professional attitude in personnel matters. It is, however, only fair to add that such attitudes as these are not in serious conflict with the older Thai administrative tradition.

A serious problem to the educational innovator is the fact that many elementary and secondary schools rarely make development-oriented innovations, -- or innovations of any kind -- because of lack of teachers who can inspire and lead such innovations. Innovations would definitely be stimulated, it would seem, if existing policies-in-effect were more adequately to encourage transfer of able, innovation-minded teachers from one school to another. Admittedly, a teacher who is settled in a given village or town is not always able to move conveniently to another village or town. However, within certain limits it would be feasible, and would not be an undue hardship, for some innovative teachers to be transferred from one school to another, thus bringing with them ideas and enthusiasm for change. The transfer of a teacher from School A to School B need not necessarily require him to acquire a new home in Community B. In some situations, it would result in a somewhat longer commute for the innovative teacher concerned. This might be offset, however, by the standing government policy that teachers, when transferred, receive a double-step salary increment.

It is disconcerting to note, in this context, that most central administrators, and especially superintendents, are against frequent transfers of educational personnel. Governors, by contrast, are considerably more likely to favor frequent transfers. Perhaps this reflects the fact that the governors are, on the average, the most frequently transferred of these three types of officials, followed by the superintendents, and then by the central administrators.

The present prevailing situation with respect to study leave is hardly conducive to the development of professionalization in education at the provincial level. In general, a teacher or educational official may apply for study leave and, if the application is approved, may leave his province of assignment for a period of one or two years' study in Bangkok or abroad. During his absence, he continues to receive his salary from the provincial educational office. As long as he is receiving that salary, no one may be employed to take his place, because no money is available for a substitute. Very commonly, once the official has completed his training he will not be assigned back to his province of original assignment, but will instead be assigned to Bangkok. Thus, the education budget of the province is penalized, and the province is deprived of an official's service not only during his period of training, but also afterward! It is idle to blame individual officials who desire professional betterment for taking advantage of this system. It is not idle, however, to question the system itself. The system should be revised, and officials of the type described above should be paid during their study leave from central Ministry of Education funds, thus releasing provincial funds for the hiring of temporary substitutes. Such central funds could be justified in terms of career development that will, in turn, result in improvement of the entire system, as well as contributing to development throughout Thailand. A further change is also in order. Generally speaking, the official who leaves Province X for professional training should, if his skills and specialization so indicate, be required to return to Province X and make a contribution to the development of Province X. It is disconcerting to note, however, that all three groups of respondents indicated uncertainty as to the appropriateness of the status quo.

4. Business and Financial Administration

The current situation is one in which almost all support for education in a given province comes from the national government. Although local taxes are collected, and are disbursed at the discretion of the governor, in the typical province little of such local money is allocated to education. Such a situation is unlikely to produce the growth of local responsibility in the promotion of education in a given province. An awareness of this situation is reflected in Item 10, in which all three categories of respondents agreed that support of provincial education should be sought from private citizens and groups, "in spite of his or her personal background." Responses to Item 53 show that the central administrators and the superintendents favored the allocation of "as high a percentage as possible" of all local taxes, to provincial education. With this latter point of view, however, most of the governors were in substantial disagreement. Seemingly there is a need for efforts to change the attitudes of provincial governors in the indicated manner.

III. Overall Conclusions

Thailand has definitely entered a phase of active socioeconomic development, and all three categories of respondents generally indicated a clear appreciation of the role that education can play in this development. A crucial aspect of this development is the set of problems emanating from the fact that 85% of the Thai people are farmers and practice a subculture often little understood by urban-enculturated administrators. The need for greater empathy and understanding on the part of administrators assigned to rural provinces is strikingly clear. While all three categories of respondents revealed considerable sympathy with Thailand's general developmental goals, they did so in a manner generally continuous with the broader Thai tradition of authoritarianism and paternalism. The ultimate test of Thailand's economic and technological development efforts will come in sociopolitical form. The time is now upon us to enlarge and render more sophisticated educational efforts with all of our people. Rich and poor, urban and rural, old and young, the Thai people are entitled to the best educational services that can be provided. The role of the provincial school superintendent is crucial to this task of constant upgrading of educational services. Better teachers require better supervisors. Better supervisors require more alert, more developmentally oriented superintendents. Even the most developmentally oriented superintendent is ineffectual unless properly backstopped by an understanding governor. Technical assistance to teachers, to supervisors, and to superintendents is required from the central government offices in Bangkok. Our efforts have produced much in which we may feel justifiable pride; but there is a long road yet to travel. Patience, objectivity, scienctific research, determination, and commitment are required. The greatest of all these is commitment. But it is my hope that committed people will have their path illuminated by social science research.

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APPENDIX A

THE FINAL OPIONNAIRE AND SCORING KEYS

An Opinionnaire

on

The Roles of Provincial School Superintendents in Thailand

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March
1968

Explanation

This opinionnaire purports to gather your opinions concerning a sample of some functions of the many functions of the provincial school superintendents according to what you would expect them to perform. The study does not intend to evaluate performance of anyone or of any official unit. The opinionnaire is not constructed as a test, and there are no right or wrong responses to any items. All responses depend on the opinions of each individual respondent.

The provincial school superintendent in this study means the ideal provincial school superintendent who is in a situation which allows him to be free to perform or not to perform in the way which he wants, and does not essentially mean to be yourself or a provincial school superintendent you have met.

The schools in this study constitute the national government schools of all categories, the local public schools, the municipal schools, the schools of the Department of Elementary and Adult Education, and the schools of the Provincial Administration Organization.

The school principals and the teachers in this study imply the school principals and the teachers of the schools stated above.

The private schools constitute all educational institutions established by private personnel according to the Private Schools Act.

The private school teachers are the teachers of all private schools.

Each optional response of the five responses accompanying the statement in each item denotes one degree of your agreement to the statement in the item. Please select ONLY ONE response for each item on the basis of your own opinion in terms of actual practice, and not on your knowledge of what other administrators may select. Since this study requests sincere expression of your personal opinion, please respond in a frank manner. It is not mandatory that your responses correlate with academic principles, regulations, statute laws, or administrative traditions existing at the present time, since the stated limitations are alterable with changing situations. Implications for each response are as follows:

Strongly agree implies that you strongly agree to the statement and expect that the provincial school superintendent definitely must perform the stated function. It is not necessary for you at the present time to know how to perform such a function.

Agree implies that you agree to the statement and expect that the provincial school superintendent preferably should perform the stated function. It is not necessary for you at the present time to know how to perform such a function.

Uncertain implies that you cannot make definite judgment to agree or disagree to the statement and that you expect that it does not matter for the provincial school superintendent either to perform or not to perform the stated function.

Disagree implies that you disagree to the statement and expect that the provincial school superintendent preferably should not perform the stated function.

Strongly disagree implies that you strongly disagree to the statement and expect that the provincial school superintendent definitely must not perform the stated function.

Please draw only one check (✓) in the space above the response you select for each item. Please check every item, e.g.,

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

C. To be neatly dressed to set an example for teachers and pupils.

[✓ Strongly agree] Agree Uncertain Disagree Strongly disagree

00. To be often seen sleeping in his office during the official time.

Strongly agree Agree Uncertain Disagree [✓ Strongly disagree]

I EXPECT THE PROVINCIAL SCHOOL SUPERINTENDENT:

1. To request the schools to keep their buildings and equipment as government properties which cannot be used by lay people.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

2. To join major religious or traditional meetings of the public, even though such meetings do not concur with his own belief.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

3. To offer to lay people in the province a chance to participate in the formulation of educational policy of the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

4. To make every effort to have the classroom teachers visit the homes of all their pupils.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

5. To request that the schools prevent involvement of parents in school affairs.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

6. To keep the public informed of all movement and progress of education in each amphur (district) in the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

7. To ascertain the felt needs in education and vocation of each amphur (district) in the province before planning educational programs.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

8. To request the schools not to become involved in vocational training of the people, since such activities are the responsibility of the community development units.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

9. To make every effort to cultivate the reading habits of rural people.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

10. To invite anyone with potential to support provincial education to patronize educational affairs in spite of his or her personal background.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

11. To conduct educational administration by means of unofficial directions taken from senior government officials of the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

12. To request that the schools prevent involvement of the pupils in the planning of instructional programs and other school activities.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

13. To assume leadership in the establishment of a provincial special school for slow-learning or handicapped children.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

14. To hold a contest of art objects created by school pupils at least once a year.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

15. To promote music appreciation of the pupils through musical lecture-tour programs with the cooperation of the Provincial Audio-Visual Education Unit.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

16. To assume leadership in the establishment in the schools of accident prevention and safety education programs which would be suitable for local conditions of the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

17. To request that the schools study local health problems and instruct their pupils in how to solve them.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

18. To assume leadership in the preparation of the detailed course of study, suitable for local needs, for specific use in the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

19. To evaluate at least once a year, school instruction in some grade levels with a standard test of the province which does not interfere with the final tests of the schools.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

20. To assume leadership in the conduct of research on education in the province and the publication of its findings.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

21. To assume leadership in the improvement of reading instruction by requesting the Provincial Educational Supervisory Unit to supervise reading instruction and reading tests in all elementary schools as a special case.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

22. To extend the supervisory services of the Provincial Educational Supervisory Unit to schools of all categories existing in the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

23. To call a meeting of teachers and other related personnel at the end of every school year to evaluate the application of the curriculum and the compulsory textbooks.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

24. To delegate the responsibility of visiting all schools, including private schools, to other personnel.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

25. To select the textbooks to be required for compulsory use in the province from the list of textbooks authorized by the Ministry of Education with his own knowledge and experience only.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

26. To solve major educational problems with his own opinion only.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

27. To consult the Ministry of Education directly before any other government officials in the province when facing critical problems in educational techniques.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

28. To hold a provincial teacher convention once a year for professional development and for the social meeting of teachers.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

29. To conduct an orientation program at the beginning of every school year for new teachers and those who are newly transferred into the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

30. To prepare an official teacher's handbook, for free distribution to all teachers, which will explain the provincial systems of education and administration and introduce the administrative personnel of the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

31. To select teachers to fill vacant teaching positions without the involvement of the school principals.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

32. To recommend permission for teachers' leave for study with full payment from the salary schedules of the province, only when their major courses of study meet the needs of the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

33. To encourage the schools to provide a social party for recreation of all their teachers from time to time.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

34. To evaluate the performance of teachers, in considering their promotion, without cumulative performance records of individual teachers.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

35. To publish a monthly newsletter informing the teachers of all the schools of movements in education.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

36. To provide a sight-seeing tour service to the teachers to broaden their experiences at least once a year.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

37. To hold a training seminar on professional education for the teachers in the province every summer.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

38. To read significant professional journals on education regularly.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

39. To act alone in rewarding or punishing the government teachers in the province.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

40. To call a meeting of all school principals at least once a school term for the exchange of opinions and the evaluation of performance.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

41. To make a policy to recommend an equal "one-step" annual salary increment to all the government teachers.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

42. To recommend the transferring of any teacher who has worked in any school for several consecutive years, with a view to broadening his experience and promoting his innovation.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

43. To keep a watchful eye on the personal conduct of all his subordinates by himself.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

44. To assume leadership in the establishment of a center for school books and instructional materials which would be suitable for various curricular subjects of all grades for all the schools.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

45. To make every effort to prevent the spending of the money made from the annual school fair for other purposes than those concerned with school affairs.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

46. To assume leadership in the establishment of the faculty club for *amphur* (district) school teachers in one of the schools in each *amphur*.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

47. To assist the private school teachers in the establishment or operation of the provincial association of private school teachers.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

48. To arrange a free physical examination at least once a year for all the teachers.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

49. To arrange to have educational psychologists in the office of the provincial school superintendent to provide advisory services on pupils' psychological problems to the schools.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

50. To assume leadership in the establishment of a provincial private foundation for the awarding of scholarship grants, in addition to the government scholarship programs, to poor but excellent pupils.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

51. To arrange a free physical examination at least once a year for all the pupils.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

52. To give a helping hand to the schools in arranging of anything convenient for the pupils to go to and to return from their schools according to local necessity.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

53. To request from the provincial government as high a percentage as possible of all local taxes collected in the province for provincial educational development in order to accept the least amount of support from the national government.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

Please indicate your official position by drawing a check (✓) in the parentheses. Please do not sign your name.

Provincial Governor (___)

Provincial School Superintendent (___)

Educational Administrator of the Ministry (___)

Educational Administrator of an Educational Region (___)

Years of experience in this position or the equivalent ______________

Your education ____

Your special training in administration ____________________________

____

(Please accept my sincere gratitude for your responses to this opinionnaire. The report of the findings will be mailed to you immediately. If you have anything to add to make this research complete, or if there is anything at all that I may do to be of some service to you at the present time, please write it on the following page.)

Very respectfully yours,

Pinyo Satorn

Scoring Keys
for the Final Opinionnaire

PART 1

1 = 0 - 4
2 = 4 - 0
3 = 4 - 0
4 = 4 - 0
5 = 0 - 4
6 = 4 - 0
7 = 4 - 0
8 = 0 - 4
9 = 4 - 0
10 = 0 - 4

PART 2

11 = 0 - 4
12 = 0 - 4
13 = 4 - 0
14 = 4 - 0
15 = 4 - 0
16 = 4 - 0
17 = 4 - 0
18 = 4 - 0
19 = 4 - 0
20 = 4 - 0
21 = 4 - 0
22 = 4 - 0
23 = 4 - 0
24 = 0 - 4
25 = 0 - 4

PART 3

28 = 4 - 0
29 = 4 - 0
30 = 4 - 0
31 = 0 - 4
32 = 4 - 0
33 = 4 - 0
34 = 0 - 4
35 = 4 - 0
36 = 4 - 0
37 = 4 - 0
38 = 4 - 0
39 = 0 - 4
40 = 4 - 0
41 = 4 - 0
42 = 4 - 0

PART 4

44 = 4 - 0
45 = 4 - 0
46 = 4 - 0
47 = 4 - 0
48 = 4 - 0
49 = 4 - 0
50 = 4 - 0
51 = 4 - 0
52 = 4 - 0
53 = 4 - 0

Note: - For the researcher only.
- No scores given to the fake items 26, 27, and 43.

APPENDIX B

HISTOGRAMS SHOWING DISTRIBUTION OF PERCENTAGES OF RESPONSES TO EACH ITEM BY EACH GROUP OF ADMINISTRATORS

HISTOGRAMS SHOWING DISTRIBUTION OF PERCENTAGES OF RESPONSES TO EACH ITEM BY EACH GROUP OF ADMINISTRATORS*

```
                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 1
        Score-0  STRONGLY AGREE
                 Group-1  ***
                 Group-2  ******
                 Group-3  ****
        Score-1  AGREE
                 Group-1  ****
                 Group-2  *******************
                 Group-3  ******
        Score-2  UNCERTAIN
                 Group-1  ***
                 Group-2  ******
                 Group-3  ********
        Score-3  DISAGREE
                 Group-1  ************************************************************
                 Group-2  ***************************************************************
                 Group-3  *********************************************************
        Score-4  STRONGLY DISAGREE
                 Group-1  **********************************************
                 Group-2  ***********
                 Group-3  *******************************


                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 2
        Score-0  STRONGLY DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  ***
                 Group-2  *
                 Group-3  *
        Score-2  UNCERTAIN
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-3  AGREE
                 Group-1  *******************************************************
                 Group-2  **********************************************
                 Group-3  *************************************************
        Score-4  STRONGLY AGREE
                 Group-1  *********************************************
                 Group-2  ********************************************************
                 Group-3  *****************************************************


                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 3
        Score-0  STRONGLY DISAGREE
                 Group-1  ***
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  ************
                 Group-2  ************************
                 Group-3  **************
        Score-2  UNCERTAIN
                 Group-1  ************
                 Group-2  *************
                 Group-3  *****************
        Score-3  AGREE
                 Group-1  **************************************************
                 Group-2  ************************************************
                 Group-3  **************************************************
        Score-4  STRONGLY AGREE
                 Group-1  ****************************
                 Group-2  *******************
                 Group-3  **********************
```

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*1 = Provincial school superintendents
2 = Provincial governors
3 = Senior Administrators

```
                          Percent-----------------------------------------------------------------------------------------
                                                                                                                         1
                                    1         2         3         4         5         6         7         8         9    0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 4
        Score-0  STRONGLY DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  *
                 Group-2  ***
                 Group-3  ***
        Score-2  UNCERTAIN
                 Group-1  ***
                 Group-2  *********
                 Group-3  ****
        Score-3  AGREE
                 Group-1  ************************************
                 Group-2  *****************************************
                 Group-3  ***************************************
        Score-4  STRONGLY AGREE
                 Group-1  ****************************************************************
                 Group-2  ***************************************************
                 Group-3  *********************************************************


                          Percent-----------------------------------------------------------------------------------------
                                                                                                                         1
                                    1         2         3         4         5         6         7         8         9    0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 5
        Score-0  STRONGLY AGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  AGREE
                 Group-1  *
                 Group-2  *********
                 Group-3  ****
        Score-2  UNCERTAIN
                 Group-1  *
                 Group-2  ********
                 Group-3  *
        Score-3  DISAGREE
                 Group-1  **************************
                 Group-2  ************************************************
                 Group-3  ***************************
        Score-4  STRONGLY DISAGREE
                 Group-1  ****************************************************************************
                 Group-2  ***************************************
                 Group-3  ***********************************************************************


                          Percent-----------------------------------------------------------------------------------------
                                                                                                                         1
                                    1         2         3         4         5         6         7         8         9    0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 6
        Score-0  STRONGLY DISAGREE
                 Group-1  ***
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-2  UNCERTAIN
                 Group-1  *
                 Group-2  ***
                 Group-3  ***
        Score-3  AGREE
                 Group-1  **************************************************
                 Group-2  ********************************************
                 Group-3  *************************************
        Score-4  STRONGLY AGREE
                 Group-1  **************************************************
                 Group-2  ********************************************************
                 Group-3  ***************************************************************
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                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 7
        Score-0  STRONGLY DISAGREE
                 Group-1  ***
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  ***
        Score-2  UNCERTAIN
                 Group-1  *
                 Group-2  *
                 Group-3  ***
        Score-3  AGREE
                 Group-1  *********************************************
                 Group-2  *************************************************
                 Group-3  ************************
        Score-4  STRONGLY AGREE
                 Group-1  *******************************************************
                 Group-2  *****************************************************
                 Group-3  ***************************************************************************


                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 8
        Score-0  STRONGLY AGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  AGREE
                 Group-1  ***
                 Group-2  ********
                 Group-3  *
        Score-2  UNCERTAIN
                 Group-1  ***
                 Group-2  ****
                 Group-3  *
        Score-3  DISAGREE
                 Group-1  *************************************************************
                 Group-2  ***********************************************************************
                 Group-3  ********************************************************************
        Score-4  STRONGLY DISAGREE
                 Group-1  **************************************
                 Group-2  *********************
                 Group-3  **********************************


                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 9
        Score-0  STRONGLY DISAGREE
                 Group-1  ***
                 Group-2  *
                 Group-3  ***
        Score-1  DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-2  UNCERTAIN
                 Group-1  ***
                 Group-2  *
                 Group-3  ***
        Score-3  AGREE
                 Group-1  ******************
                 Group-2  **************************************
                 Group-3  **************************
        Score-4  STRONGLY AGREE
                 Group-1  ********************************************************************************
                 Group-2  ****************************************************************
                 Group-3  *************************************************************************
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                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 10
        Score-0  STRONGLY AGREE
                 Group-1  ******************
                 Group-2  *********************
                 Group-3  *********************
        Score-1  AGREE
                 Group-1  **************************************
                 Group-2  **************************************
                 Group-3  *******************************
        Score-2  UNCERTAIN
                 Group-1  *****************
                 Group-2  ****************
                 Group-3  ***********************
        Score-3  DISAGREE
                 Group-1  ****************************
                 Group-2  ****************************
                 Group-3  **************************
        Score-4  STRONGLY DISAGREE
                 Group-1  ****
                 Group-2  ***
                 Group-3  ****
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                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 11
        Score-0  STRONGLY AGREE
                 Group-1  ***
                 Group-2  *
                 Group-3  *
        Score-1  AGREE
                 Group-1  *
                 Group-2  *
                 Group-3  ***
        Score-2  UNCERTAIN
                 Group-1  ***
                 Group-2  ***
                 Group-3  ***********
        Score-3  DISAGREE
                 Group-1  ******************************************************************
                 Group-2  ********************************************************************
                 Group-3  ********************************************
        Score-4  STRONGLY DISAGREE
                 Group-1  *********************************
                 Group-2  *********************************
                 Group-3  ***********************************************
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                          Percent----------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 12
        Score-0  STRONGLY AGREE
                 Group-1  *
                 Group-2  *********
                 Group-3  ***
        Score-1  AGRZE
                 Group-1  *
                 Group-2  *******************
                 Group-3  ****
        Score-2  UNCERTAIN
                 Group-1  ****
                 Group-2  ***********************
                 Group-3  *********
        Score-3  DISAGREE
                 Group-1  ***************************************************************
                 Group-2  ************************************************
                 Group-3  **********************************************************************
        Score-4  STRONGLY DISAGREE
                 Group-1  ************************************
                 Group-2  ******
                 Group-3  *******************
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                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 13
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  ***
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ****
                  Group-2  ******
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  ***********
                  Group-2  ******
                  Group-3  ****
         Score-3  AGREE
                  Group-1  ****************************************************
                  Group-2  ****************************************************************
                  Group-3  **************************************************************
         Score-4  STRONGLY AGREE
                  Group-1  **************************************
                  Group-2  **************************
                  Group-3  *************************************


                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 14
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ****
                  Group-2  *
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  ****
                  Group-2  ***
                  Group-3  ******
         Score-3  AGREE
                  Group-1  *******************************************************
                  Group-2  **********************************************************
                  Group-3  *********************************************
         Score-4  STRONGLY AGREE
                  Group-1  *****************************************
                  Group-2  *******************************************
                  Group-3  ****************************************************


                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 15
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ****
                  Group-2  *
                  Group-3  ***
         Score-2  UNCERTAIN
                  Group-1  *****************
                  Group-2  **************
                  Group-3  *****************
         Score-3  AGREE
                  Group-1  *************************************************************
                  Group-2  **************************************************************************
                  Group-3  ***************************************************************
         Score-4  STRONGLY AGREE
                  Group-1  **********************
                  Group-2  **************
                  Group-3  *********************
```

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                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 16                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ***
                  Group-2  ****
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  ****
                  Group-2  ****
                  Group-3  ***
         Score-3  AGREE
                  Group-1  *******************************************************
                  Group-2  **********************************************************
                  Group-3  ************************************************
         Score-4  STRONGLY AGREE
                  Group-1  *****************************************
                  Group-2  *************************************
                  Group-3  ***************************************************
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                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 17                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  *
                  Group-2  ***
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  *
                  Group-2  ***
                  Group-3  ***
         Score-3  AGREE
                  Group-1  ********************************************
                  Group-2  ************************************************
                  Group-3  *************************************************
         Score-4  STRONGLY AGREE
                  Group-1  *********************************************************
                  Group-2  **************************************************
                  Group-3  *************************************************
```

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                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 18                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  *
                  Group-2  ***
                  Group-3  ******
         Score-2  UNCERTAIN
                  Group-1  ***
                  Group-2  ********
                  Group-3  ******
         Score-3  AGREE
                  Group-1  ***********************************************
                  Group-2  ***************************************************
                  Group-3  **************************************
         Score-4  STRONGLY AGREE
                  Group-1  ****************************************************
                  Group-2  ******************************************
                  Group-3  ****************************************************
```

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                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 19                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ****
                  Group-2  ****
                  Group-3  ***
         Score-2  UNCERTAIN
                  Group-1  ****
                  Group-2  ***********
                  Group-3  ****
         Score-3  AGREE
                  Group-1  **************************************************
                  Group-2  ********************************************************************
                  Group-3  ***************************************************************
         Score-4  STRONGLY AGREE
                  Group-1  *********************************************
                  Group-2  *********************
                  Group-3  **********************************
```

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                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 20                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ***
                  Group-2  ***
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  *
                  Group-2  ******
                  Group-3  ****
         Score-3  AGREE
                  Group-1  ***********************************************
                  Group-2  ***********************************************************
                  Group-3  ****************************************
         Score-4  STRONGLY AGREE
                  Group-1  *****************************************************
                  Group-2  ************************************
                  Group-3  **********************************************************
```

```
                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 21                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  ***
         Score-1  DISAGREE
                  Group-1  ******
                  Group-2  *
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  *******
                  Group-2  ******
                  Group-3  ***********
         Score-3  AGREE
                  Group-1  *****************************************************
                  Group-2  ********************************************************************
                  Group-3  **************************************************
         Score-4  STRONGLY AGREE
                  Group-1  **************************************
                  Group-2  *****************************
                  Group-3  ****************************************
```

```
                           Percent------------------------------------------------------------------------------------------------

                                     1         2         3         4         5         6         7         8         9         1
                           0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890123456789012345678900
Item 22
          Score-0  STRONGLY DISAGREE
                   Group-1  *
                   Group-2  *
                   Group-3  *
          Score-1  DISAGREE
                   Group-1  *
                   Group-2  *
                   Group-3  *
          Score-2  UNCERTAIN
                   Group-1  *******
                   Group-2  ********
                   Group-3  ****
          Score-3  AGREE
                   Group-1  *********************************************
                   Group-2  ********************************************************
                   Group-3  ******************************************
          Score-4  STRONGLY AGREE
                   Group-1  **************************************************
                   Group-2  ***************************************
                   Group-3  *********************************************************


                           Percent------------------------------------------------------------------------------------------------

                                     1         2         3         4         5         6         7         8         9         1
                           0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890123456789012345678900
Item 23
          Score-0  STRONGLY DISAGREE
                   Group-1  *
                   Group-2  *
                   Group-3  *
          Score-1  DISAGREE
                   Group-1  ***
                   Group-2  *
                   Group-3  ***
          Score-2  UNCERTAIN
                   Group-1  *
                   Group-2  ******
                   Group-3  ******
          Score-3  AGREE
                   Group-1  *********************************************************
                   Group-2  **********************************************************
                   Group-3  *************************************
          Score-4  STRONGLY AGREE
                   Group-1  ********************************************
                   Group-2  ***************************************
                   Group-3  **********************************************************


                           Percent------------------------------------------------------------------------------------------------

                                     1         2         3         4         5         6         7         8         9         1
                           0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890123456789012345678900
Item 24
          Score-0  STRONGLY AGREE
                   Group-1  ***
                   Group-2  ******
                   Group-3  *
          Score-1  AGREE
                   Group-1  **************************
                   Group-2  ***********************
                   Group-3  *********************
          Score-2  UNCERTAIN
                   Group-1  **************
                   Group-2  ********
                   Group-3  *******************
          Score-3  DISAGREE
                   Group-1  ***************************************
                   Group-2  ******************************************************
                   Group-3  *************************************************
          Score-4  STRONGLY DISAGREE
                   Group-1  ***********************
                   Group-2  **************
                   Group-3  ****************
```

```
                         Percent----------------------------------------------------------------------------------------------
                                                                                                                             1
                                   1         2         3         4         5         6         7         8         9         0
                         01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 25
        Score-0  STRONGLY AGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  AGREE
                 Group-1  ***
                 Group-2  *
                 Group-3  ***
        Score-2  UNCERTAIN
                 Group-1  ***
                 Group-2  **********
                 Group-3  ****
        Score-3  DISAGREE
                 Group-1  ********************************************
                 Group-2  ******************************************************************************
                 Group-3  **************************************************
        Score-4  STRONGLY DISAGREE
                 Group-1  ********************************************************************
                 Group-2  ***************************
                 Group-3  ************************************************************


                         Percent----------------------------------------------------------------------------------------------
                                                                                                                             1
                                   1         2         3         4         5         6         7         8         9         0
                         01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 28
        Score-0  STRONGLY DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  ****
                 Group-2  *
                 Group-3  *
        Score-2  UNCERTAIN
                 Group-1  *
                 Group-2  *
                 Group-3  **********
        Score-3  AGREE
                 Group-1  *******************************************************************
                 Group-2  ***************************************************************************
                 Group-3  **********************************************************
        Score-4  STRONGLY AGREE
                 Group-1  *************************************************
                 Group-2  ********************************************
                 Group-3  ****************************************************


                         Percent----------------------------------------------------------------------------------------------
                                                                                                                             1
                                   1         2         3         4         5         6         7         8         9         0
                         01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 29
        Score-0  STRONGLY DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  ****
                 Group-2  *
                 Group-3  ***
        Score-2  UNCERTAIN
                 Group-1  ***
                 Group-2  ***
                 Group-3  ****
        Score-3  AGREE
                 Group-1  *********************************************************
                 Group-2  ***************************************************************
                 Group-3  ****************************************
        Score-4  STRONGLY AGREE
                 Group-1  *********************************************************
                 Group-2  ******************************************************
                 Group-3  **************************************************************************
```

```
                            Percent----------------------------------------------------------------------------------------------
                                                                                                                                1
                                      1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 30
          Score-0  STRONGLY DISAGREE
                   Group-1  *
                   Group-2  *
                   Group-3  *
          Score-1  DISAGREE
                   Group-1  ***
                   Group-2  ***
                   Group-3  *
          Score-2  UNCERTAIN
                   Group-1  *******
                   Group-2  ******
                   Group-3  ***********
          Score-3  AGREE
                   Group-1  ************************************************************************
                   Group-2  ***********************************************************************
                   Group-3  *************************************************
          Score-4  STRONGLY AGREE
                   Group-1  **********************
                   Group-2  ************************
                   Group-3  ********************************************
```

```
                            Percent----------------------------------------------------------------------------------------------
                                                                                                                                1
                                      1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 31
          Score-0  STRONGLY AGREE
                   Group-1  *
                   Group-2  *
                   Group-3  ******
          Score-1  AGREE
                   Group-1  *******
                   Group-2  ****************
                   Group-3  ****
          Score-2  UNCERTAIN
                   Group-1  *********
                   Group-2  *********************
                   Group-3  *********
          Score-3  DISAGREE
                   Group-1  ***********************************************************************
                   Group-2  *****************************************************
                   Group-3  *****************************************************
          Score-4  STRONGLY DISAGREE
                   Group-1  *****************
                   Group-2  **************
                   Group-3  ********************************
```

```
                            Percent----------------------------------------------------------------------------------------------
                                                                                                                                1
                                      1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 32
          Score-0  STRONGLY DISAGREE
                   Group-1  ******
                   Group-2  ***
                   Group-3  ******
          Score-1  DISAGREE
                   Group-1  **************************************
                   Group-2  ************************************
                   Group-3  *************************************
          Score-2  UNCERTAIN
                   Group-1  ******
                   Group-2  ****************
                   Group-3  **************
          Score-3  AGREE
                   Group-1  ****************************************************
                   Group-2  **********************************************
                   Group-3  *************************************
          Score-4  STRONGLY AGREE
                   Group-1  ****
                   Group-2  ****
                   Group-3  ***********
```

```
                           Percent-----------------------------------------------------------------------------------------------
                                                                                                                                1
                                      1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 33
         Score-0  STRONGLY DISAGREE
                  Group-1   *
                  Group-2   *
                  Group-3   ***
         Score-1  DISAGREE
                  Group-1   ***************
                  Group-2   ******
                  Group-3   ****
         Score-2  UNCERTAIN
                  Group-1   **************
                  Group-2   *********
                  Group-3   ***********
         Score-3  AGREE
                  Group-1   ****************************************************************
                  Group-2   ****************************************************************************
                  Group-3   *****************************************************************
         Score-4  STRONGLY AGREE
                  Group-1   ***********
                  Group-2   *************
                  Group-3   **********************
```

```
                           Percent-----------------------------------------------------------------------------------------------
                                                                                                                                1
                                      1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 34
         Score-0  STRONGLY AGREE
                  Group-1   *
                  Group-2   *
                  Group-3   *
         Score-1  AGREE
                  Group-1   ***
                  Group-2   ********
                  Group-3   *
         Score-2  UNCERTAIN
                  Group-1   ******
                  Group-2   ******************
                  Group-3   ***********
         Score-3  DISAGREE
                  Group-1   *********************************************************************
                  Group-2   *********************************************************************
                  Group-3   *******************************************************************
         Score-4  STRONGLY DISAGREE
                  Group-1   **************************
                  Group-2   *********
                  Group-3   **************************
```

```
                           Percent-----------------------------------------------------------------------------------------------
                                                                                                                                1
                                      1         2         3         4         5         6         7         3         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 35
         Score-0  STRONGLY DISAGREE
                  Group-1   *
                  Group-2   *
                  Group-3   *
         Score-1  DISAGREE
                  Group-1   ***
                  Group-2   ***
                  Group-3   *
         Score-2  UNCERTAIN
                  Group-1   ******
                  Group-2   ********
                  Group-3   ****
         Score-3  AGREE
                  Group-1   *****************************************************
                  Group-2   **************************************************************************
                  Group-3   ************************************************************
         Score-4  STRONGLY AGREE
                  Group-1   ******************************************
                  Group-2   *******************
                  Group-3   ***************************************
```

```
                             Percent----------------------------------------------------------------------------------------------
                                                                                                                                 1
                                       1         2         3         4         5         6         7         8         9         0
                             01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 36
          Score-0   STRONGLY DISAGREE
                    Group-1  *
                    Group-2  *
                    Group-3  *
          Score-1   DISAGREE
                    Group-1  ***
                    Group-2  ****
                    Group-3  ***
          Score-2   UNCERTAIN
                    Group-1  *******
                    Group-2  ********
                    Group-3  ***********
          Score-3   AGREE
                    Group-1  ************************************************************************
                    Group-2  *********************************************************************************
                    Group-3  *******************************************************************
          Score-4   STRONGLY AGREE
                    Group-1  **********************
                    Group-2  ***********
                    Group-3  ************************


                             Percent----------------------------------------------------------------------------------------------
                                                                                                                                 1
                                       1         2         3         4         5         6         7         8         9         0
                             01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 37
          Score-0   STRONGLY DISAGREE
                    Group-1  *
                    Group-2  *
                    Group-3  *
          Score-1   DISAGREE
                    Group-1  *
                    Group-2  *
                    Group-3  *
          Score-2   UNCERTAIN
                    Group-1  ***
                    Group-2  ***
                    Group-3  ****
          Score-3   AGREE
                    Group-1  ********************************************************************
                    Group-2  ****************************************************************************
                    Group-3  **********************************************************
          Score-4   STRONGLY AGREE
                    Group-1  *********************************
                    Group-2  ************************
                    Group-3  ****************************************


                             Percent----------------------------------------------------------------------------------------------
                                                                                                                                 1
                                       1         2         3         4         5         6         7         8         9         0
                             01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 38
          Score-0   STRONGLY DISAGREE
                    Group-1  *
                    Group-2  *
                    Group-3  *
          Score-1   DISAGREE
                    Group-1  *
                    Group-2  *
                    Group-3  *
          Score-2   UNCERTAIN
                    Group-1  *
                    Group-2  ****
                    Group-3  *
          Score-3   AGREE
                    Group-1  *******************************
                    Group-2  ********************************************************
                    Group-3  **********************************
          Score-4   STRONGLY AGREE
                    Group-1  ***********************************************************************
                    Group-2  *******************************************
                    Group-3  ********************************************************************
```

```
                          Percent---------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 39
        Score-0  STRONGLY AGREE
                 Group-1  ******
                 Group-2  ******
                 Group-3  *
        Score-1  AGREE
                 Group-1  ******************
                 Group-2  **************
                 Group-3  **************
        Score-2  UNCERTAIN
                 Group-1  ***********
                 Group-2  ****
                 Group-3  ********
        Score-3  DISAGREE
                 Group-1  *******************************************************
                 Group-2  *********************************************************************
                 Group-3  **********************************************************
        Score-4  STRONGLY DISAGREE
                 Group-1  ***************
                 Group-2  ***********
                 Group-3  ************************


                          Percent---------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 40
        Score-0  STRONGLY DISAGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
        Score-1  DISAGREE
                 Group-1  ******
                 Group-2  *
                 Group-3  ***
        Score-2  UNCERTAIN
                 Group-1  ******
                 Group-2  ******
                 Group-3  ******
        Score-3  AGREE
                 Group-1  ****************************************************
                 Group-2  ******************************************************************************
                 Group-3  *********************************************************
        Score-4  STRONGLY AGREE
                 Group-1  *****************************************
                 Group-2  *******************
                 Group-3  ***************************************


                          Percent---------------------------------------------------------------------------------------------
                                                                                                                              1
                                    1         2         3         4         5         6         7         8         9         0
                          01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 41
        Score-0  STRONGLY DISAGREE
                 Group-1  *************************
                 Group-2  ************************
                 Group-3  ***************************************
        Score-1  DISAGREE
                 Group-1  ************************************************************
                 Group-2  ***************************************************************
                 Group-3  *******************************************************
        Score-2  UNCERTAIN
                 Group-1  ******
                 Group-2  *************
                 Group-3  ********
        Score-3  AGREE
                 Group-1  **************
                 Group-2  ****
                 Group-3  ***
        Score-4  STRONGLY AGREE
                 Group-1  *
                 Group-2  *
                 Group-3  *
```

```
                            Percent----------------------------------------------------------------------------------------------
                                                                                                                                1
                                     1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 42
         Score-0  STRONGLY DISAGREE
                  Group-1   *
                  Group-2   *
                  Group-3   ***
         Score-1  DISAGREE
                  Group-1   ****************************
                  Group-2   ***********************
                  Group-3   **************************
         Score-2  UNCERTAIN
                  Group-1   *********************************
                  Group-2   *********
                  Group-3   **************************
         Score-3  AGREE
                  Group-1   **************************************
                  Group-2   ******************************************************************
                  Group-3   ******************************************
         Score-4  STRONGLY AGREE
                  Group-1   ******
                  Group-2   ******
                  Group-3   *********


                            Percent----------------------------------------------------------------------------------------------
                                                                                                                                1
                                     1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 44
         Score-0  STRONGLY DISAGREE
                  Group-1   *
                  Group-2   *
                  Group-3   *
         Score-1  DISAGREE
                  Group-1   ******
                  Group-2   ****
                  Group-3   *
         Score-2  UNCERTAIN
                  Group-1   ****
                  Group-2   ********
                  Group-3   ***
         Score-3  AGREE
                  Group-1   *************************************************************
                  Group-2   ******************************************************************************
                  Group-3   *******************************************************
         Score-4  STRONGLY AGREE
                  Group-1   *********************************
                  Group-2   **************
                  Group-3   *********************************************


                            Percent----------------------------------------------------------------------------------------------
                                                                                                                                1
                                     1         2         3         4         5         6         7         8         9         0
                            01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 45
         Score-0  STRONGLY DISAGREE
                  Group-1   *
                  Group-2   *
                  Group-3   *
         Score-1  DISAGREE
                  Group-1   ******
                  Group-2   ********
                  Group-3   ***
         Score-2  UNCERTAIN
                  Group-1   ****
                  Group-2   *********
                  Group-3   ****
         Score-3  AGREE
                  Group-1   ***************************************************************
                  Group-2   **********************************************************
                  Group-3   *************************************************
         Score-4  STRONGLY AGREE
                  Group-1   *******************************
                  Group-2   *****************************
                  Group-3   *************************************************
```

```
                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 46
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  ****
         Score-1  DISAGREE
                  Group-1  *****************
                  Group-2  ***************************************
                  Group-3  **************
         Score-2  UNCERTAIN
                  Group-1  **************************************
                  Group-2  *******************
                  Group-3  **********************************
         Score-3  AGREE
                  Group-1  *****************************************
                  Group-2  *****************************************
                  Group-3  ***************************************
         Score-4  STRONGLY AGREE
                  Group-1  *********
                  Group-2  ****
                  Group-3  *************
```

```
                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 47
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  *********
                  Group-2  *************
                  Group-3  *********
         Score-2  UNCERTAIN
                  Group-1  **************
                  Group-2  ******
                  Group-3  *********
         Score-3  AGREE
                  Group-1  ***********************************************************************
                  Group-2  *********************************************************************************
                  Group-3  *****************************************************************
         Score-4  STRONGLY AGREE
                  Group-1  ***********
                  Group-2  ****
                  Group-3  *********************
```

```
                           Percent----------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 48
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ***
                  Group-2  *
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  ***********
                  Group-2  ****
                  Group-3  *
         Score-3  AGREE
                  Group-1  **************************************************
                  Group-2  ********************************************************************
                  Group-3  **********************************************************
         Score-4  STRONGLY AGREE
                  Group-1  *****************************************
                  Group-2  *******************************
                  Group-3  ********************************************
```

```
                           Percent---------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 49
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  *
                  Group-2  ***
                  Group-3  ***
         Score-2  UNCERTAIN
                  Group-1  ***************
                  Group-2  ****
                  Group-3  ********
         Score-3  AGREE
                  Group-1  ****************************************************
                  Group-2  ****************************************************************************
                  Group-3  *******************************************************************
         Score-4  STRONGLY AGREE
                  Group-1  ************************************
                  Group-2  *********************
                  Group-3  ***************************


                           Percent---------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 50
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ***
                  Group-2  *
                  Group-3  ***
         Score-2  UNCERTAIN
                  Group-1  ******
                  Group-2  ****
                  Group-3  ****
         Score-3  AGREE
                  Group-1  *************************************************
                  Group-2  ***************************************************************
                  Group-3  ***********************************************
         Score-4  STRONGLY AGREE
                  Group-1  ***********************************************
                  Group-2  ************************************
                  Group-3  **************************************************


                           Percent---------------------------------------------------------------------------------------------
                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
                           01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
Item 51
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  ***********
                  Group-2  *********
                  Group-3  ****
         Score-3  AGREE
                  Group-1  ***********************************************
                  Group-2  ***********************************************************
                  Group-3  *********************************************
         Score-4  STRONGLY AGREE
                  Group-1  *********************************************
                  Group-2  **********************************
                  Group-3  *****************************************************
```

```
                           Percent----------------------------------------------------------------------------------------------

                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 52                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  *
                  Group-3  *
         Score-1  DISAGREE
                  Group-1  ***
                  Group-2  *
                  Group-3  *
         Score-2  UNCERTAIN
                  Group-1  ****
                  Group-2  ****
                  Group-3  ********
         Score-3  AGREE
                  Group-1  *****************************************************************
                  Group-2  ****************************************************************************
                  Group-3  *******************************************************
         Score-4  STRONGLY AGREE
                  Group-1  ***********************************
                  Group-2  **************************
                  Group-3  *******************************************


                           Percent----------------------------------------------------------------------------------------------

                                                                                                                               1
                                     1         2         3         4         5         6         7         8         9         0
Item 53                    01234567890123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
         Score-0  STRONGLY DISAGREE
                  Group-1  *
                  Group-2  ***
                  Group-3  ****
         Score-1  DISAGREE
                  Group-1  *
                  Group-2  *********************
                  Group-3  ***
         Score-2  UNCERTAIN
                  Group-1  ******************
                  Group-2  *****************************
                  Group-3  ***********************
         Score-3  AGREE
                  Group-1  ****************************************
                  Group-2  ********************************************
                  Group-3  ********************************
         Score-4  STRONGLY AGREE
                  Group-1  ***********************************************
                  Group-2  ***********
                  Group-3  ***********************************************
```